OUR ENGLISH

BOOK TWO

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PREFACE

This series of language-books is based upon certain convictions that are the outgrowth of long experience in the various grades of school work. Since the schools of America teach English not merely as an attractive individual accomplishment, but chiefly as an imperative social necessity, an instrumentality in our democracy indispensable for raising the level of community intelligence, we have utilized in these books the little-citizen motive, beginning with home, school, and occupations, and extending to matters of community concern that presuppose capacity for unselfish service. In furtherance of this idea, group projects with suitable civic ends in view are suggested and outlined in detail.

Training in team-work, however, is not limited to these projects. It is encouraged in the class club, in committee undertakings, in the school paper, in the class book, and by other devices. Co-operative composition as well as co-operative criticism increases the number of real social situations demanding not merely self-expression but intelligible communication and the recognition of audience. This last is promoted especially by the large amount of oral work provided for in these books. Dramatization, too, while offering many other admirable forms of training, has a special interest here on account of its power to transform situations remote from the pupils' personal experience into situations of immediate reality. The spirit fostered by these various forms of co-operation is the spirit of true teaching and learning. It should rule in all grades of schools as it has ruled for many years in the primary grades. It motivates the formal, the conventional, the arbitrary, the peculiar, of which there is much in English composition and English grammar, by presenting considerations of common courtesy in our common American life. It makes English work count for mutual helpfulness and tolerance, as well as for knowledge and self-interest.

Attention is also directed to the following:

1. The recognition of the teacher in every lesson.

2. The constructive attitude toward grammar and composition and the complete correlation of practice and theory.

3. The general method of progress from experience in life to literature, then to composition and criticism.

4. The adjustment of varied material and diversified exercises to the capacity of the pupil for successful performance.

5. The proportioning of treatment by the rule of relative importance.

6. The frank recognition of the need for frequent reviews, incidental reminders, and the spiral mode of progress in school work.

7. The constant appeal to curiosity as an incentive to initiative, enterprise, and keen observation.

8. The gradual development of a habit of self-criticism and confidence in capacity for self-improvement.

9. The recognition of the existence of the dictionary, the encyclopædia, the librarian, the library, and the other sources of information in the community, with utilization of the interview and the report.

10. The letter studied not merely for form but for appropriate content, and the use of actual correspondence between classes and schools on matters of business.

11. The preservation of the same spirit in the treatment of grammar, composition, and reading.

The incentives to self-help, including drills in correct usage, which were introduced in Book One, are reviewed in Book Two, and are supplemented by studies in sentence-structure. Emphasis is placed upon the functional aspect of words and groups of words in the sentence. The pupil is also led to a better appreciation of community interests by the use of talks, letters, committees, investigations, and projects within the reach of his ability.

THE AUTHORS.

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PART ONE

R-M-BRINKERHOFF

PART ONE

CHAPTER I

1. A STORY TO ENJOY

Boys and girls of your age know that traffic officers and policemen are good friends ready to help in time of need. These public officers do all that they can to make the street safe for everybody. Have you ever noticed the work of the policeman and the traffic officer on parade days? Here is a story which shows how a policeman helped a little citizen who had attended a circus parade.

Ted and Don

After the parade was over, Ted Brown couldn't find his dog anywhere. He whistled and called his dog's name again and again, but Don did not come.

Ted stepped up to a policeman and said, "I've lost my dog. He's a brown and white terrier with pointed ears and a stumpy tail. Please help me to find him."

"I'll keep a sharp lookout for him, my lad," said the policeman. "Has he a license tag on his collar?"

"Yes, sir, he has," answered Ted.

"Give me your name, address, and telephone number. Sometimes stray dogs are brought to the police station."

Ted gave the policeman the information which he asked for. Then the lad continued his search for Don. It was late in the day when the unhappy boy, without his dog, reached home.

The next day the telephone rang and Ted answered. A man's voice said, "This is the police station. I should like to speak to Ted Brown."

"I am Ted Brown," answered the lad, very much excited.

"A stray dog was brought to the police station this morning," said the man.

"Is it Don?" asked Ted eagerly.

"I don't know," answered the policeman. "He has lost his collar and he's covered with mud. You'd better come and see if he is yours. Wait a minute. Now call your dog by name."

"Here, Don! Come!" called Ted. Then he whistled.

"Bow-wow! Bow-wow!" rang the answer in Ted's ear.

"It's Don! It's Don!" cried Ted; and away he ran to the station to get his lost dog.

You can easily imagine the happy meeting they had at the police station.

I. When Don was lost, to what public officer did Ted go for help? Why? What information did the police-

man wish? How long was Don lost? Tell what the policeman did when he said to Ted, "Wait a minute."

How do you know that Ted and Don were good friends? If your dog couldn't see you, how could you make him know you?

What a good tale Don could tell if he could speak. You would hear many things that the story says nothing about. Didn't you wonder how he became separated from Ted? Where do you think he stayed all night?

There are several reasons why Ted deserved to be called a good little citizen. What are they?

II. Perhaps you have had a pet that strayed away. Your classmates would be interested in hearing you tell about it.

2. PREPARING TO TELL STORIES

Guides for the Story-teller

To be a good story-teller is well worth while. Your practice last year helped you to make a good beginning in this kind of oral exercise. This year, you will have many opportunities to continue your practice in story-telling. It would be a good plan to review the guides which helped you last year in your exercises in oral composition.

1. Choose something interesting to tell.

You know that every day many things happen that would make good stories; but some happenings are far more interesting and exciting than others. If you

wish to please your audience, you must choose to relate an interesting experience. If it is one that your audience has not heard, so much the better.

Who are your audience when you tell a story in class? Will you choose to tell something that girls will particularly enjoy? Or, will you choose to tell something that boys will particularly enjoy? Or, will it be best to choose something that you know will interest your whole audience?

2. Know your story well.

Do you enjoy listening to a story-teller who hesitates because he is not sure what comes next in his story? The best way to know your story well is to think your way through it before beginning to tell it. Then practice telling it to some one at home. Ask the one who hears you to help you by pointing out what you have done well, and what you might make better. Or, tell it to yourself until you know it well.

3. Tell in the proper order what happens.

Have you ever heard a story-teller tell first what he should have told last, and last what he should have told in the first part of his story? In order to keep the interest of your audience, you must tell first what happened first, next, what happened next, and so on to the end.

4. Speak clearly and distinctly.

Remember that your audience is eager to hear

every word that you say. Be careful about words ending in ing; as, running, playing. Do not pronounce them as though they end in in.

Pronounce every syllable that a word has. You have heard people say sevral when they should say several. Be on the watch for final t in such expressions as these: don't you, won't you. But do not add a final t to these words: attack, once, twice, across.

5. Stand straight. Look at your audience.

A good story-teller stands squarely on his feet and looks into the faces of his listeners. He helps in this way to hold their attention.

These five rules should guide you in all your oral composition. From time to time, you will add other helpful guides to these.

On the blackboard write the five rules which you have just reviewed. Tell in what way each rule will be of help to you.

3. ENTERTAINING ONE ANOTHER

I. Ted, Don, and the policeman played important parts in the story which you read. Each would tell it in his own way. Each would emphasize what interested him most, and his story would differ a little from the stories which the other two would tell. You know which of these three had the most exciting time.

You are going to tell the story as if you were Ted, or Don, or the policeman. Keep in mind the composition guides and make your story as natural as you can.

II. You have had some interesting experience whic your classmates would enjoy hearing you tell abou During your vacation perhaps something which woul make a good story happened to one of you.

Here is an opportunity for you to show how helpfu the guides in story-telling are. Think your wa through your story. Then tell it in a few clear sen tences.

4. FOR HOME AND SCHOOL

In the lessons under the title "For Home and School," you will be asked to find out about something interest- ing and to tell about it in your class. That is, you wil be asked to investigate and to report. If these words are new to you, learn to use them.

As a class, you will do a good deal of team work in these lessons during the year. Sometimes a group of pupils, working together, will investigate the same thing and make a report on it. In doing this kind of work, you may need the help of your parents and of other citizens who will be glad to give you the information which you need. In getting information from others, always know exactly what you wish to find out. Then ask your questions briefly and clearly.

After you have found out what you wish to know, think about the best way to make your report to your class. Your teacher may wish you to stand before your class when you make your oral report. It is easiest to stand squarely on both feet, look at your listeners, and talk to them just as if you were telling

a story. First, state what you are going to report on; and then, in a few clear sentences, tell what you have found out. Your first report will be about license tags. You remember the policeman's question about Don's license tag. For your next lesson, be ready to report in class:

1. Why a dog should have a license tag.
2. Where owners of dogs get these tags.
3 How much one costs.
4. What becomes of dogs without a license tag.
5. Whether Ted had to pay for a second license.

5. MAKING YOUR REPORT

Report to your classmates what you have found out about license tags. Make your report as if you were telling a story. Remember that the guides which you have reviewed will help you in all of your oral compositions.

6. THE ORAL MESSAGE

You are often asked to deliver a message orally. Are you always able to express the whole message courteously and correctly? If you omit part of the message, or if you fail to deliver the message accurately, you may cause great inconvenience.

Here is a message which Allen White's mother asked him to deliver to a grocer.

> "Please ask Mr. Brown to send me to-morrow morning two bushels of potatoes. Be sure to give him our name and address."

This is the message he delivered:

"Please send Mrs. White two bushels of potatoes. Our address is 463 North Broadway."

Did he deliver all of the message? What inconvenience might his carelessness cause? State the message as Allen's mother gave it to him.

Delivering Messages

Dramatize the following messages. For each exercise your teacher will appoint three pupils. One will express to a classmate the message given in the exercise. The messenger will deliver the message to a third pupil.

The other classmates will see if the first pupil expresses the message correctly and if the second pupil delivers the message exactly as it was given.

I.

1. *Teacher.* Please go to the office and ask the principal to send me one box of crayons, two packages of pencils, and three erasers.
2. *Mother.* Ask the baker if he will please leave one dozen rolls and one large loaf of brown bread at our home every morning. He may begin delivering them on Tuesday.
3. *Father.* Please go to Mr. James Hall, the newspaper dealer, and ask him to have "The Daily Journal" delivered at our home every morning before seven o'clock. Give him our address.

4. *Principal.* There are two visitors in the building who wish to see an English lesson in your class. Please ask your teacher when it will be convenient for them to come to your class.
5. *Teacher.* We should like to have our principal attend our Story Hour program. Invite her to come to our room on Friday afternoon at 2 o'clock.
6. *Principal.* I send thanks for the kind invitation. I shall be glad to come, but I may be a few minutes late.
7. *Mother.* Please take these shoes to Mr. Alton, the shoemaker. Ask him to put rubber heels on them. I wish the finished heels to be one lift lower than they are now. Find out when you may call for them.

II.

1. To the teacher and pupils of another class deliver a message inviting them to be your guests at an entertainment which your class is planning to give. Mention the kind of entertainment, the time, and the place of meeting.
2. Your class has been invited to attend a holiday program which the sixth grade is to give on the Friday preceding Christmas. Deliver the message of acceptance.
3. Another plan for that day prevents your class from accepting an invitation to attend an entertainment given by another class. Deliver a message of regret.

7. STUDY OF A PICTURE

These children have a roadside market. It took a good deal of planning to choose the place, make the stall, prepare the vegetables, and arrange them attractively. How did they make their stall? How did the children prepare the vegetables for their market? Children sell other things besides vegetables. Tell about something which you have seen them sell.

8. MAKING RIDDLES

All boys and girls enjoy guessing riddles. They like to make them, too. Read this one:

Robert Williams

Something to Guess

The vegetable I am thinking about is smooth and round like a large yellow ball. It grows on a vine. In October it is ripe. Then it is filled with many white seeds. My vegetable is used for food and for fun. How it frightened me one Hallowe'en! Can you guess its name?

In which sentence does Robert give a hint of the shape and the color of the vegetable that he has in mind? Which sentence gives the best hint about it?

Make a riddle of your own about a vegetable. Do

not tell its name. Let your classmates guess it; but give a few hints about its color, its size, its shape, and how it grows. You might tell what part of it we eat.

When you are ready, tell your riddle in a few sentences. Speak clearly enough to be heard by every one in the class.

9. THE SENTENCE

In order to tell his riddle, Robert used different kinds of sentences. Find a sentence which tells something. What is a sentence that tells something called? Find a sentence which asks something. What is this kind of sentence called? Did Robert use a sentence which expresses strong feeling, such as surprise or fear? Read it. What do we call a sentence used in this way?

With what kind of letter does the first word of a sentence begin? What mark follows a statement? a question? an exclamatory sentence?

A *sentence* is a group of words expressing a complete thought. Every sentence should begin with a capital letter.

A sentence which tells something is called a *statement*. A statement should end with a period.

A sentence which asks something is called a *question*. A question should end with a question mark.

Statements and questions which express strong feeling are called *exclamatory sentences*. An exclamatory sentence should end with an exclamation mark.

10. WRITING SENTENCES

When writing your stories, letters, and other compositions, you will use different kinds of sentences. In order to write them correctly, you should know how to begin the first word in each sentence; also, what kind of mark to place at the end of it.

On the blackboard write:

> Three questions which you would like to ask the children about their roadside market.
>
> Three statements which they would probably make in answer to your questions.
>
> Three exclamatory sentences which express your joy, or surprise, or wonder at the children's roadside market.

As soon as you have written a sentence, read it aloud and tell about it in this way:

> The word —— begins with a capital letter because it is the first word in the sentence.
>
> There is a —— at the end of the sentence because it is a ——.

11. THE WRITTEN COMPOSITION

Robert Williams's riddle shows how your written work should look. He followed the customary rules in placing his composition on paper. Where did he write his name? Perhaps your teacher will wish you to write the date under your name. On which line

did Robert write the title? How many lines under the title did he leave blank? On which line did he begin to write his composition? Which line of writing did he indent? Did he leave any noticeable blank spaces between his sentences?

Guides for the Written Form

Below are directions for placing a composition on paper:

1. Write your name in the upper right-hand corner of the page.
2. Place the title in the middle of the first line.
3. Leave one blank line below the title.
4. Leave a margin of at least one inch at the left side of each page.
5. Indent about one inch the first line of writing.
6. Do not crowd words or parts of words at the end of a line.
7. Do not leave noticeable blank spaces after the close of your sentences.
8. If you write a wrong word or misspell a word, draw neatly a horizontal line through it, and follow it with the correct word.
9. If you omit a word, use a caret (∧) where the word should be. Then write the omitted word above the caret.

12. A COPYING EXERCISE

Copy "Something to Guess." Plan to copy it sentence by sentence. First, read a whole sentence noticing where capitals and punctuation marks are used.

Then write the sentence. When you have finished the entire composition, compare your work with the model in the book. Did you make an exact copy?

13. A CLASS TALK ABOUT THRIFT

There are many ways in which boys and girls of your age can earn money; and every one of you receives at times a little money from your parents. Do you use it in the best way; that is, do you spend it wisely for what you enjoy or what you need? And do you save some of it? People who save and spend their money in the best way are called thrifty.

A customer said that the children with the roadside market deserve to be called industrious and thrifty. What did he mean? Name other ways besides gardening in which boys and girls can earn money.

Saving and spending money carefully is only one way of being thrifty. We can be thrifty in the use of our time, our books, our clothes. Tell how.

Every boy and girl should have a savings bank. Have you? Do you earn any of the money which you put into it? How? What will you do with your money when your bank is filled?

Have you a plan which helps you to save money regularly? It may be that you have a thrift chart of your own making. Bring it to school and copy it on the board. Who has the most convenient chart?

Ask your teacher to explain to you how you can start a savings account in a real bank where your money will earn something for *you*.

14. TESTING YOURSELF

You know that there are troublesome words in our language which need special watching. In your "Better Speech" exercises last year, you tried to correct some faults of speech. No doubt you have made a good beginning; but do not forget that this practice must be continued or some of the incorrect forms may slip back into your speech without your knowing it.

For Practice

I. Repeat aloud several times each of the sentences in the following groups. Remember which form of the word is used with one of these helpers: *has*, *have*, or *had*.

1. The robins *have come.*
2. They *came* yesterday.
3. *Have* the bluebirds *come*, too?
4. The boys *went* to the fair.
5. For three years they *have gone* to the county fair.
6. This year they *had gone* before I came home.

II. Read each of these sentences aloud, using the correct one of the words in parenthesis:

1. Our packages have (come, came).
2. They (come, came) this morning by mail.
3. The girls have (went, gone) to their camp.
4. Jack has (went, gone) to his camp, too.
5. Have the birds (come, came) back?

6. Cinderella has (went, gone) to the prince's ball.
7. Had she (went, gone) home before the clock struck twelve?
8. She had (went, gone) home the first night and the second night before twelve o'clock.
9. After the game was over, the boys (come, came) shouting from the field.
10. Jack had (come, came) to bring us the news.

Did you have to stop and think before you could choose the correct word? Do you find some of these words harder to use correctly than others? If you do, be on the watch for them.

15. A POEM TO STUDY

The Wind

O the wind is a fawn in the springtime
When the ways are green for the tread of the May;
List! hark his lay!
Whist! mark his play!
T-r-r-r-l!
Hear how gay!

O the wind is a dove in the summer
When the ways are bright with the wash of the moon;
List! hark him tune!
Whist! mark him swoon!
Co-o-o-o!
Hear him croon!

O the wind is a gnome in the autumn
When the ways are brown with the leaf and burr;
Hist! mark him stir!
List! hark him whir!
S-s-s-s-t!
Hear him shirr!

O the wind is a wolf in winter
When the ways are white for the hornéd owl;
Hist! mark him prowl!
List! hark him howl!
G-r-r-r-l!
Hear him growl!

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I. What is there about the wind in spring which made the writer think of a fawn? The summer wind made him think of a dove. Tell why. What is a *gnome?* In what ways is the autumn wind like a gnome? In which season does the wind prowl and growl and howl? What is it like then? You have heard the wind blow at different seasons of the year. What did its blowing sound like to you?

II. Read the poem aloud and imitate the different voices of the wind. Notice where exclamation marks are used. These marks help you to know how the poet felt. In which stanza will your expression be merry and gay? In which will it be loud? In which will it be mysterious? In which will it be soft and gentle?

III. Learn to say this poem as the author wrote it. You will find these guides helpful.

1. With your teacher read aloud the entire poem several times.
2. Close your book and try to repeat the poem.
3. If any word or words slipped your memory, open your book and read the poem again, noticing the expressions you forgot.
4. Once more close your book and repeat the poem.

Perhaps your teacher will divide the class into four groups and ask each group to memorize one stanza of this poem. In turn, each group will recite its stanza.

16. WRITING RIDDLES

Write a riddle about a season, a flower, an animal, or a bird. Exchange papers. Read aloud the riddle which you hold and give the answer. One or two of the best riddles may be written on the blackboard.

17. LEARNING TO USE THE DICTIONARY

Every time you read a new story or a poem, you are likely to meet words in it that are new to you. How do you learn their meanings? Do you ask some one at home to tell you? Perhaps you have to ask your teacher many times for this kind of help. This year you are going to have lessons on how to use the dictionary. They will teach you how to help yourself when you need to learn the meaning of new words.

You have learned how to arrange words alphabetically. What does that mean? In order to find a word quickly in an alphabetical list, you need to know not only the letters of the alphabet, but also the order in which they stand. Are you sure that you can name quickly the letter in the alphabet that comes just before k? Which letter is next after t? Name the last three letters. Begin with the letter f and name, in order, the letters through o.

This kind of practice will help you to use the dictionary easily because the words there are arranged alphabetically. There is probably a large dictionary in your classroom. To what part of it would you turn for words beginning with a? with z? with m?

It is convenient to think of the dictionary as divided into three parts. In part one are words beginning with the letters from a through e. In part two are words beginning with the letters from f through p. In part three are words beginning with the letters from q through z. This letter rhyme will help you to remember these dictionary divisions: a to e; f to p; q to z.

A Dictionary Game

Your teacher will appoint a leader for this game. He will choose a letter of the alphabet, and tell in which of the three parts of the dictionary his letter comes. By asking the leader questions, his classmates will find out what letter he has in mind. Each guesser may ask three questions. The questions and answers go like this:

Leader. My letter comes in part one. Can you guess it, Harry?

Harry. Is it between *c* and *e?*

Leader. No, it isn't *d.* Can you guess it, Susan?

Susan. Is it between *b* and *d?*

Leader. Yes, it is *c.*

Susan becomes leader and the game continues.

In his answers, the leader must be on the watch to use the word isn't. If he says ain't, he is out of the game.

18. THE CLASS BOOK

During the year every class has visitors who enjoy seeing the kind of work which the pupils are doing. You know that the superintendent, your principal, other teachers, your parents, and their friends are all interested in hearing your oral work; they enjoy seeing your written work, too; such as, your stories, letters, riddles, plays, and verses. In order to have something ready to show them, wouldn't it be a good plan to make a class book in which to keep one copy each of your best written exercises?

Talk the matter over with your teacher. If you decide to keep a class book, here are some points which you should discuss in making your plans: the size and shape for your book, the kind of cover, a design for it, and a title for your book.

Usually your teacher will select the best work to keep in this class book. Sometimes, however, she will let you choose by vote what to put into it; then, again,

she may ask your principal or another teacher to make the selection. Perhaps you will arrange your selections in chapters; that is, you will make one chapter of letters, one of stories, and so on. Your table of contents will contain the name of each selection in the book.

19. WRITING TITLES OF BOOKS

The title of your class book should be clearly and correctly written or printed on the cover. The titles of these books are correctly written:

Little Women.....Louisa M. Alcott
The Secret Garden.....Frances Hodgson Burnett
Captain January.....Laura E. Richards
Adventures of Robin Hood..Howard Pyle
The Jungle Book.....Rudyard Kipling
Boy Scouts' Life of Lincoln..Ida Tarbell

Does every word of a title begin with a capital letter? Make a rule for the use of capital letters in writing titles of books. Remember that the same rule should be followed when writing the title of a composition.

Which books in the list given have you read? You would enjoy all of them.

You have read some book which you particularly enjoyed. On the blackboard write its title. When you have finished, tell what there was about the book that you liked.

Take time to copy from the list on the board the titles of any books you would like to read. You may be able to find copies of them at the library.

20. FOR REVIEW

At the end of this book is a summary of rules for the uses of capital letters and punctuation marks. Also, there are sentences which illustrate each rule. To make sure about the use of a capital letter or of a punctuation mark, use your summary as a check.

I. Study how the following sentences are capitalized and punctuated:

1. Some people think Monday should be a holiday instead of Saturday.
2. John and I took a trip by boat from Cincinnati, Ohio, to New Orleans.
3. Have you read Hugh C. Lofting's stories about Mr. Doolittle?
4. The first city in the United States to be illuminated by gas was Baltimore, Maryland.
5. Last April Mr. and Mrs. Crosby found a nest of flying squirrels in their maple tree.
6. Sing unto the Lord a new song.
7. On Thanksgiving Day we had our first snow storm.
8. What a storm it was!
9. The chill winds blow
   And drift the flying snow.
10. Airplanes carry mail from Washington to all parts of the United States.

II. On the blackboard write from dictation the sentences in the preceding exercise.

CHAPTER II

21. A CLASS TALK

Safety First

All boys and girls who belong to the United States are citizens of our country. From time to time we shall have talks about what it means to be a little citizen, what he should know, and what he can do in order to be useful to his country.

You know what safety first means. A young citizen who forms the habit of considering safety first becomes a safety scout. Let us see what you can do in order to further safety first everywhere.

Read these rules taken from a school "Safety First Bulletin":

> When you start across the street, look to the left.
>
> When you reach the middle of the street, look to the right.

I. What does this school bulletin caution you to do before starting across a busy street? Why should you do this? When will you look in the opposite direction? Tell why.

Tell how to get off a street car safely. On which side of the pavement will you walk? What precau-

tion will you take before crossing a railroad? Where will you ride your bicycle? What are the dangers of playing ball in streets and in alleys? Tell how both snowballing and skating may be dangerous sport.

II. Write on the blackboard rules for

1. Crossing a busy street.
2. Riding a bicycle.
3. Obeying traffic signals.
4. Playing in the street.
5. Getting off a street car.
6. Getting on a street car.
7. Skating.
8. Snowballing.

Copy the rules. Keep a copy for your class book.

22. BETTER SPEECH

I. Read these sentences aloud:

1. The pupils *have done* their work.
2. They *did* it well.
3. Which problems *has* Mary *done?*
4. She *has done* all of them.
5. She *had done* them before the bell rang.

Which word, *did* or *done*, is used with one of these helpers, *has*, *had*, or *have?*

II. Read these sentences aloud.

1. We *saw* an airplane. I *saw* one yesterday.
2. *Have* the children *seen* it to-day?
3. John *has seen* one every day this week.
4. I *have seen* three airplanes this morning.
5. *Have* you ever *seen* an airplane land?

Which word, *saw* or *seen*, is used with one of these helpers, *has*, *have*, or *had?*

Read each group of sentences aloud several times.

For Practice

Copy these sentences. Use in each the correct one of the words in parenthesis.

1. Have you (saw, seen) the birds in that tree?
2. Yes, I (saw, seen) them yesterday.
3. We (saw, seen) hundreds roosting on the same tree last night.
4. Who (did, done) this work?
5. He (did, done) it well.
6. He has always (did, done) his work well.
7. Who (saw, seen) Cinderella leave the ball?
8. Who (saw, seen) her ride in her pumpkin coach?
9. After we (did, done) our arithmetic, we sang.
10. We have (did, done) the same work which you (did, done) yesterday.
11. Have you (saw, seen) our work?
12. Yes, we (saw, seen) it this morning.

23. A STORY FOR STUDY

First Aid

One day the suffering of a fine Newfoundland dog was promptly relieved by First Aid. In bounding across a busy street corner, he had been knocked down by a cart which passed over one of his paws. A merchant who saw the accident helped

the dog into his shop and dressed his wounds. The poor animal seemed to understand that the man was trying to relieve the pain. And after an hour's rest the dog was able to limp home.

The Newfoundland dog remembered this friendly aid. One day several weeks after his accident he entered the merchant's shop, leading by the ear a dog whose paw was cut. The merchant immediately understood that the Newfoundland dog had brought a patient which needed attention. And you may be sure that the friendly man dressed the sore paw.

People called this Newfoundland dog intelligent. Would you? Why?

Tell why "First Aid" is a good title for this story.

Perhaps you have observed something which shows that many animals seem to think and plan what they do. At the circus or a show, animals do many amusing and clever tricks. You can have an interesting lesson telling one another animal stories. Prepare your oral composition, keeping in mind the guides which have helped you in your story-telling.

24. LEARNING TO GROUP YOUR SENTENCES

You see two groups of sentences in the story "First Aid." Read the group which tells how the merchant relieved the dog. The sentences in this group all tell about the same leading thought; therefore, they belong together. Such a group of sentences is a **paragraph.**

Read the second group of sentences. They tell how the Newfoundland dog remembered this friendly aid. All the sentences working together help to tell about

this. Therefore, this second group of sentences is also a paragraph.

Which line in each paragraph is set in from the margin; that is, which line is indented?

A paragraph is a group of sentences all telling about a leading thought.

You can tell some stories in one paragraph. Sometimes, however, you need two or more. It is helpful before telling your story to jot down the leading thought or topic of each paragraph. These leading thoughts form a plan or outline of the story. Following an outline helps you to tell in the proper order the steps of the story. Here is an outline of "First Aid":

First Paragraph: How a dog was relieved by First Aid
Second Paragraph: How the dog remembered this friendly aid

You see that this outline is made by stating the leading thought of each paragraph of the story.

For Practice

No doubt the merchant told about the dogs to his children and to his friends. Tell the story as if you were the merchant. This outline will help you:

First Paragraph: How I gave First Aid one day
Second Paragraph: How my patient remembered this friendly aid

Don't let a sentence which belongs in the second paragraph creep into the first.

25. A FABLE TO ENJOY

Read this fable about a fox's partnership with a bear.

Reynard and His Partner

Once upon a time Reynard and Bruin formed a partnership on this plan. They agreed to plant a field and share the crops. Reynard said that he would be satisfied to take the tops of what was planted if Bruin would take the roots. Bruin was pleased with this plan because it seemed to him that it was fair.

When the crops were divided, Bruin was dissatisfied. The first year the partners sowed wheat. At harvest time Reynard got all the grain, while poor Bruin got nothing but roots, chaff, and rubbish. In order to make peace, the sly Reynard offered to take the roots of the next year's crop and let Bruin have the tops. To this Bruin finally agreed.

But the partnership was soon broken. In April Reynard had asked Bruin what he thought of sowing turnip seed instead of wheat. Bruin was delighted. But at harvest time poor Bruin had to take the turnip tops, while Reynard took the turnip roots. This division made Bruin very angry and he said that he would no longer agree to be Reynard's partner.

What plan did Reynard have for dividing the first crop? What was wrong about his scheme? Tell about Reynard's second scheme to divide the crop. Why did it take Bruin so long to discover Reynard's trickery? What did Bruin do then? What really spoiled this partnership? Name other grains or vegetables which would have brought Reynard all the gain.

You have heard Reynard called sly. What other words might be used to describe him? Give words which describe Bruin's way of acting.

How many paragraphs are used to tell this story? What does the first paragraph tell about? What does the second paragraph tell about? What is the leading thought of the third?

On the blackboard write an outline of this story.

26. TELLING STORIES FROM OUTLINES

Boys and girls often work together as partners. Before they begin, they usually talk about their plans and decide what part of the work each will do.

Here are some suggestions about work which boys and girls do. The outlines are made for you; that is, the leading thought of each paragraph for your talk is given. Use only a few sentences for each part or paragraph. Stick to your point; that is, talk about one thing at a time. You may use a subject of your own, if you like.

The Picnic Lunch:

What we planned to take

How we divided the work

Our Snow Shovel:
How we made it
How we used it

Selling Newspapers:
How we formed our partnership
Why we enlarged our partnership

Cutting Grass:
How we divided the work
What we did with our money

Our Lemonade Stand:
How we made it
The surprise we had

27. WRITING A PARAGRAPH

In your talk about Reynard and his partner, you named other vegetables and grains which would have given Reynard all the gain.

Working together, write a different second paragraph for this fable. Name another crop which would have given the fox the advantage. Your leading thought is: *Bruin's dissatisfaction.* Tell what crop they sowed the first season, how they divided the harvest, and how Bruin felt. Your teacher will write on the board, sentence by sentence, what you dictate. Do not be satisfied with the first sentence offered. Perhaps you can improve it.

At your seat write a third paragraph. Your topic is: *Why the partnership was broken.*

Read aloud the first paragraph of this fable from your book; the second from the board; the third from your paper. This will make another story.

28. COMBINING SENTENCES

One day a little girl ran into the house saying,

"Our hen spread her wings. She covered her chicks. She covered all of them with her wings."

Isn't this the way very little children talk? It would have been just as bad if she had strung these short sentences together by using *and* several times; as,

"Our hen spread her wings *and* she covered *her* chicks *and* she covered all of them with her wings."

She might have told all that she had to say in this way:

"Our hen spread her wings and covered all her chicks."

Here *and* is used but once and no thoughts are repeated. One sentence does the work of three.

Sometimes it isn't necessary to use *and* in combining sentences; as,

1. That ant is carrying a big load.
2. He is carrying it to his home.

The following sentence expresses just as much:

That ant is carrying a big load to his home.

For Practice

Express in one written sentence each of these groups:

1. My pony has a long tail. He is a Shetland pony.

2. Rover met us.
He carried our basket in his mouth.
It was a little basket.

3. Peter Rabbit went to Mr. McGregor's garden.
   He went to get cabbage leaves.
4. Peter Pan built a little playhouse.
   He built it in a tree.
   He built it one summer day.
5. This is a fine winter day.
   The children can skate.
   They can skate on the pond.
6. The snow is falling.
   We can soon coast on the hill.
   We can slide on the hill.

Read your sentences aloud. Your ear must be your guide in deciding whether you have made the best combinations. You will not all make the same combinations in rewriting your sentences. Who has made the best one for each group?

29. FINISHING A STORY

A Surprise

One summer while Ned and Dick were at their grandfather's farm, they found a fine shell-bark hickory nut tree on the border of a wood about a mile from the pike. The boys were delighted, for the tree was loaded with nuts. When they told their grandfather about the discovery, he said that they could probably gather nuts from it, because the tree was too far from the main road for nutting parties.

He advised them to come on the Saturday following the first frost, warning them not to postpone

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their trip. Grandfather always heeded the old proverb, which says that delays are dangerous.

But in spite of their grandfather's warning, the boys did not go to the farm until two weeks after the first frost.

A surprise was in store for them. Write a paragraph telling about the surprise which the boys had when they went to the hickory nut tree. Take time to think what you wish to say. Then tell it in a lively, interesting way.

Who thought of the best way to finish this story? Perhaps your teacher will let you vote on this.

30. A PRONUNCIATION GAME

These words are often mispronounced. Repeat them slowly and carefully after your teacher:

hundred	umbrella	radish	grocery
every	vegetables	yesterday	root
partner	often	across	pumpkin
literally	discovery	probably	battery

Play this game, using the words you practiced in your Better Speech lesson. Your teacher will divide the class into team A and team B. She will give a word and name a pupil of team A. The pupil will use the word in a sentence. If he pronounces the word correctly, he will give a different word in the list, and name a pupil of team B. If this pupil pronounces his word correctly in a sentence, he will give a different word in the list and name a pupil on team A; and so on.

If a pupil fails, the one who chose him will name another pupil and the game continues. Each pupil who fails, scores a mark against the team to which he belongs. The team scoring the fewest failures wins this game.

You will find in this book other words for drill in pronunciation. Remember this game for use with later lists. Perhaps you can make up a pronunciation game of your own and play it, using the words from your list.

31. TELLING ABOUT HALLOWE'EN FUN

You have read about brownies in Scotch fairy tales. These queer little creatures were always kind, always

ready to give service. They did their work at night when people were asleep, because they did not wish to be paid or even thanked for their services.

Read this story about some boys who played they were brownies.

Playing Brownies

One day several boys were having a jolly time planning their Hallowe'en celebration. Each boy suggested a special prank for a frolic.

Jack, who had been reading about the Scotch fairies, said, "Wouldn't it be fun to play brownies to-night?"

All the boys wished to know what he meant; and, after he had explained his plan, they shouted, "Hurrah for brownies' pranks!"

On Hallowe'en, when it was dark, six boys followed Jack into his father's barn. A few minutes later, seven queer-looking brownies went scurrying out of the barn and down the village street.

I. These children had learned that real Hallowe'en fun may bring comfort and happiness to others. Why did they disguise themselves? While they were in Jack's barn, they planned what to do. The sketch gives you some good hints. Tell what you think they did. Make your story as interesting as you can.

II. Tell about some Hallowe'en fun which you have had. Take time to think your way through your story. Remember that a good opening sentence attracts the attention of your listeners.

32. CONTRACTIONS

Which of these ways did Jack use in speaking to his friends?

Wouldn't it be fun to play brownies to-night?
Would it not be fun to play brownies to-night?

Which way would you naturally use? From what two words is the contraction *wouldn't* made? What does the apostrophe show? Where is it placed?

For Practice

I. Find in your readers a story or a poem in which contractions are used. On the blackboard write the contractions which you find. Beside each, write the expression for which it stands.

II. Copy the following sentences. In each write as a contraction the words printed in italics.

1. Reynard *did not* share the crops fairly with Bruin.
2. He *should not* have kept the better part of the vegetables.
3. Bruin *was not* clever.
4. The children *were not* frightened by the dogs.
5. *Was* it *not* a big pumpkin?
6. Boys *are not* so easily frightened as girls.
7. *I will* come to your house to-morrow.
8. *Does not* Anna like to pick blackberries?
9. All birds *do not* fly south in winter.
10. We *have not* any fruit trees in our yard.

33. ITS — IT'S

1. *It's* time for the squirrels to gather their nuts.
2. This tree has dropped *its* leaves.

In the first sentence, for what two words does the word *it's* stand? Read the sentence, using the two words in place of the contraction *it's*.

Does the word *its* in the second sentence mean *it is?* Try the sentence, using these words in place of *its*. Does the sentence make good sense?

The contraction for *it is* is spelled *it's*. You can always use the words *it is* for *it's*. This test will always tell you when it is correct to write the words *it is* as a contraction.

The word *its* shows possession. When used to show possession, it is never written with an apostrophe.

Dictation

Write this paragraph from dictation. Be sure to hear each whole sentence before you begin to write it.

> It's snowing to-day. This morning a chickadee came to my door for its breakfast of crumbs. All across the porch I could see its tiny tracks. It's a friendly little visitor on a winter day.

Be your own critic. Make the test for using the contraction *it's*.

34. FOR REVIEW

I. Read each of these sentences aloud, using the correct one of the words in parenthesis. In each case, give the reason for your choice.

1. Who has (saw, seen) the wind turn the windmills?
2. No one ever (saw, seen) the wind.
3. Out of the bushes (come, came) the rabbit.
4. She had (come, came) to hunt her little one.
5. The brownies had (did, done) the baking, sweeping, and dusting before sunrise.
6. How much work have you (did, done)?
7. Many caravans of camels have (went, gone) over this desert to-day.
8. Caravans of camels have (went, gone) over the same route for hundreds of years.
9. We (saw, seen) great ships sailing on the seas.
10. Soon they had (went, gone) so far away that they looked like toy ships on the horizon.

II. There are about one hundred words which give boys and girls the greatest trouble in spelling. They are not our longest words. Most of them are short. You are going to master some of these words now.

Below is a list. Learn to spell these words thoroughly, to-day, once for all. Then use them in written sentences.

very	every	enough	several
write	any	which	separate
friend	said	many	February

CHAPTER III

35. WHEN YOU WRITE A LETTER

Boys and girls of your age often write friendly letters when away from home. Interesting things are always happening, and you wish your friends to enjoy them with you. While visiting his Uncle John, Harry wrote this letter to his chum, Ted. Read it.

Brook Farm
Nanuet, New Jersey
August 28, 1925

Dear Ted,

We know now who took the apples. One day Uncle John and I hid in the orchard to find out what became of them. Soon we saw one of the cows push herself through an opening in the hedge. She walked right to the tree and ate all the apples lying on the ground. Then she shook the tree by rubbing her side against it. Down fell a shower of apples and she ate every one! To-day Uncle John barred up the hedge. Daisy will not get any more of our sweet apples.

Your chum,
Harry

Harry couldn't talk to his chum, so he did the next best thing. He sent a friendly letter to him. It reads exactly as if he were talking to Ted. That is how a

friendly letter should be written, for it is really a talk on paper. What story was Harry anxious to share with Ted? Did Harry stick to his point?

Parts of the Friendly Letter

I. You have learned that there is a special place in your written composition for your name, the title of your story, and the story itself. Likewise, there are special places on the letter page for the different parts of a letter. Each part has a name. What is written at the head of Harry's letter in the upper right-hand corner? This part of the letter is called the **heading**. Which words in the heading are capitalized? What punctuation marks are used in the heading?

When two friends meet, they first greet each other pleasantly. In a letter the words of greeting are called the **salutation**. Read Harry's salutation to Ted. How is it capitalized and punctuated?

Following the salutation in a letter is the **message**. We call this the **body** of the letter. Where does the first word in the body of Harry's letter begin? Since Harry's message is all about the incident, who took the harvest apples, he uses only one paragraph. If he had told also what he expected to do when he returned home, he would have added another group of sentences and would have written them in another paragraph.

After his message, Harry is ready to say good-by to Ted. Read the friendly words which are written on the line just under the body of the letter. This

part is called the complimentary ending. Which word in it begins with a capital? What mark follows the complimentary ending?

Where did Harry sign his name? You can see why this part is called the signature. No punctuation mark is necessary after the signature.

II. Read this letter, which was written by Theodore Roosevelt to his little girl.

Keystone Ranch
January 29, 1901

Darling little Ethel,

You would be much amused at the animals round the ranch. The most thoroughly independent and self-possessed of them is a large white pig which we have christened Maude. She goes everywhere at her own will. She picks up scraps from the dogs, who bay dismally at her, but know they have no right to kill her. And then she eats the green alfalfa hay from the two cows which live in the big corral with the horses. One of the dogs has a litter of puppies. You would love them, with their little wrinkled noses and squeaky voices.

Your loving father,
Theodore Roosevelt

Tell how the different parts are written and punctuated.

36. LETTER WRITING

Imagine that you received Harry's letter. Answer it. Tell him about something interesting that happened to you. When you have finished, look carefully over your work to see if it is the best you can do

Exchange your letters. Read the one you have received. Then open your book and compare the placing, capitalization, and punctuation of each part of the letter which you have, with the model in the book. Correct any mistakes which you find. Check each part carefully. Then return the letter and be ready to explain any corrections which you have made.

37. WROTE — WRITTEN

In these sentences the words *wrote* and *written* are correctly used.

> Last week each of the children *wrote* a letter to mother. Father was pleased when he saw all of them addressed and stamped ready for the mail.
>
> He said, "Each of you *has written* to mother. You *have written* your letters without help. That is the best of all."

Which word, *wrote* or *written*, is used with a helper? Remember that *written* always has a helper; such as, *has*, *have*, or *had*. *Wrote* always works alone. It never has a helper.

A Game

On the blackboard write several words that are troublesome in spelling. Choose a leader. On a slip of paper he will copy one of the words. Then he will ask you to guess which word he has written.

> *Leader.* Guess which word I have written, Ned.
>
> *Ned.* Have you written o-f-t-e-n? (Ned spells the word.)

Leader. No, I have not written *often.* Guess which word I have written, Jane.

Jane. Have you written a-c-r-o-s-s?

Leader. Yes, I have written *across.*

Jane becomes the leader. A player who uses *wrote* with *has*, *have*, or *had* is out of the game.

38. OBSERVING AND REPORTING

Every one enjoys a beautiful shop window. Read how these merchants made their windows interesting for a holiday season.

An Attractive Shop Window

The merchants, Finch and Richards, had the most attractive holiday shop in the village. The front of their store was decorated with a fringe of plump turkeys. One window held a mountain of fruit and vegetables arranged by some one with a keen eye for color. There were monstrous pumpkins, splendid purple cabbages, rosy apples, russet pears, green and purple grapes, snowy stalks of celery, and corn ears yellow as sunshine. Crimson beets neighbored with snowy parsnips; scarlet carrots, with silk-wrapped onions. Egg-plants, gleaming like deep-hued amethysts, circled about magnificent cauliflowers, while red and yellow bananas made gay walks through the fruit mountain. Wherever a crack or a cranny had been left, was a mound of ruby cranberries, fine raisin bunches, or brown nuts.

ISABEL GORDON CURTIS

The author describes an interesting picture of this store. Why did it attract her attention? What picture words does she use to make you see the different fruits and vegetables which she names? What does she mean when she says that "some one with a keen eye for color" arranged them?

Why did these shopkeepers take pains to make their window attractive? For what holiday was the window decorated? How do you know?

On the blackboard write the names of other holidays when merchants decorate their windows.

Remember that each word in the name of a holiday should begin with a capital letter.

For Home and School

You have seen many shop windows arranged for special days. In a few days be ready to describe a shop window which has attracted you. Be on the lookout for an interesting one. Observe it carefully and report about it in class. Before you can make others see a picture, remember that you must see it clearly yourself. Use picture words when giving your report.

39. NAMES OF PERSONS, PLACES, AND THINGS

In telling about this shop, the author used words which name persons, places, and things; as,

> The merchants, Finch and Richards, had the most attractive shop in the village.

1 Which words in this sentence name persons? 2 Which word names a thing? 3 Which names a place?

Words like *merchants, Finch, Richards, shop,* and *village,* used in this way, are called **nouns.**

Find other nouns used in the selection, "An Attractive Shop Window." Write them on the board.

40. SINGULAR AND PLURAL NOUNS

I. Most nouns have one form to mean one person, place, or thing, and another form to mean more than one person, place, or thing. Nouns that mean one are called **singular**; as, *boy, city, pencil.* Nouns that mean more than one are called **plural**; as, *boys, cities, pencils.*

Below are singular and plural forms of nouns used in "An Attractive Shop Window."

merchant	store	bunch	turkey
merchants	stores	bunches	turkeys

What letter or letters are added to the singular in order to form the plural? Give a reason for adding *es* instead of *s* to the word *bunch.*

Most singular nouns form the plural by adding s or es. This is the regular way.

For Practice

Write on the blackboard the plural forms of these words:

desk	house	peach	box
soldier	window	match	wish
race	monkey	chimney	bush

Which words add *s* to the singular in order to form the plural? Which add *es?*

II. Many nouns in our language do not form the plural in the regular way. Compare the following lists:

SINGULAR	PLURAL	SINGULAR	PLURAL
toy	toys	berry	berries
day	days	candy	candies
key	keys	fairy	fairies
guy	guys	daisy	daisies

With what letter do all the singular words in these lists end? In which list ending in *y* do the words form the plural in the regular way? How do the words in the other list form the plural?

Here is a rule which will guide you in forming the plural of nouns ending in y. The letters *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y* are called vowels; the other letters of the alphabet are called consonants.

Nouns ending in *y* after a vowel form the plural by adding s.

Nouns ending in *y* after a consonant form the plural by changing *y* to *i* and adding es.

Spell the plural of these words:

valley	fly	alley	family	country
donkey	lady	story	penny	study
pansy	city	cherry	jelly	baby
sky	enemy	cry	ditty	lily

III. Most nouns which end with the sound of *f* form the plural in the regular way; that is, by adding *s* to the singular. For example: *roof, roofs.*

Some nouns, however, which end with the sound of *f* do not form the plural in the regular way; as,

SINGULAR	PLURAL	SINGULAR	PLURAL
calf	calves	wolf	wolves
knife	knives	loaf	loaves

After comparing the singular forms of these words with their plural forms, tell what change besides adding *s* or *es* takes place.

Write sentences using the plural forms of these words: *calf, knife, wolf, loaf, elf, shelf, leaf, wharf.*

IV. Below are other words in our language that form the plural irregularly.

SINGULAR	PLURAL	SINGULAR	PLURAL
tooth	teeth	woman	women
man	men	child	children
ox	oxen	mouse	mice
goose	geese	foot	feet

Study these words carefully, noting the difference in spelling between the singular and the plural form of each.

Write sentences using the plural forms of these words: *goose, tooth, mouse, child, foot, man, woman.*

41. IS — ARE

Read these sentences:

1. The flag is beautiful.
2. The flags are beautiful.

In sentence 1, is the word *flag* singular or plural? What word comes just after the word *flag*? In sentence 2, is the word *flags* singular or plural? What word is used just after *flags*?

Read these sentences:

1. You are playing, Harry. 2. You are playing, boys.

How many persons does *you* mean in sentence 1? in sentence 2? You see that *are* is used with *you* whether *you* is singular or plural.

Use *is* with singular words.
Use *are* with plural words.
Use *are* with *you* whether *you* is singular or plural.

For Practice

I. Read these sentences aloud. Give the reason for your choice of word.

1. The boys (~~is~~, are) ready to play.
2. You (~~is~~, are) the leader, Harry.
3. (~~Is~~, Are) the cows in the meadow?
4. (~~Is~~, Are) the boys good runners?
5. (~~Is~~, Are) these books yours, Jean?
6. (~~Is~~, Are) some trees green all the year?
7. The ripe pears (~~is~~, are) in the basket.
8. (Is, ~~Are~~) the United States a large country?
9. The children (~~is~~, are) listening to the story-teller.
10. The seeds for the flower bed (~~is~~, are) planted.

II. Read the sentences once more, using *isn't* in place of *is* and *aren't* in place of *are*.

42. LEARNING TO USE THE DICTIONARY

In order to help us to pronounce words correctly the dictionary uses little marks that show which syllable in the word is accented; that is, pronounced with a little more force than the other syllables of the word. The dictionary uses other marks to show the sounds of the letters.

When a word has more than one syllable, a mark (′) called the accent mark is placed after and a little above one of the syllables. The accent mark shows which syllable is to be stressed.

Tell where the accent mark is placed in the following words. Pronounce the words carefully.

1. ad dress′
2. ev′ er y
3. a gain′
4. a cross′
5. of′ ten
6. di rect′
7. mis′ chief
8. chim′ ney
9. fa′ vor ite
10. in′ ter est
11. his′ to ry
12. sev′ er al
13. sim′ il ar
14. reg′ u lar
15. i′ vo ry
16. den′ tist

Using these words, play the pronunciation game explained on page 36.

Sounds of Letters

Each vowel has a long and a short sound. For example, the vowel *a* in these words has a short sound: *sat, bat, rat.*

In order to let us know when *a* has the short sound

in a word, the dictionary marks it like this: *săt, băt, ănd.*

The vowel *a* in these words has the long sound: *gate, late, mate.*

When *a* has the long sound in a word, the dictionary marks *a* like this: *gāte, lāte, māte.*

For Practice

I. Pronounce these words, paying careful attention to the short sound of the first vowel in each:

1. act	4. pen	7. dug
2. ink	5. mend	8. engine
3. doll	6. sit	9. kept

II. Pronounce these words, paying careful attention to the long sound of the first vowel in each:

1. late	4. nose	7. child
2. kite	5. these	8. gold
3. tune	6. wide	9. those

In most dictionaries, you will find at the top or at the foot of each page, easy words in which a letter is marked in a special way to show its sound. These words are called key words. Your teacher will explain in what way the key word will help you.

Finding the Meaning of Words

Your practice in arranging words alphabetically will help you to find words readily in the dictionary when you need to learn their meanings. You are constantly

learning new words from conversation with other people and from your reading. Sometimes you can get the meaning of a word from its use in the sentence. For example, some one says to you, "Charlie is a careful driver; he avoids the ruts." Even if you have not heard the word avoids before, you understand its meaning from the way in which it is used in the sentence. This is the way we learn the meaning of many new words. But if the sentence gives no hint of the meaning of the word, consult the dictionary.

For Practice

In one of your school books, find a paragraph in which there are several words that are new to you. From your dictionary find out first their pronunciation; then learn their meaning.

43. A STORY TO READ

Isadore's Lesson

There was once a lad named Isadore who found his work so hard that he became disheartened and ran away. After he had traveled several miles, he sat down by the roadside to rest.

Near him was a well, ringed around the top with great stones. He noticed that a deep groove was worn in one of the stones. In a little while a woman came to draw water from the well.

"Will you please give me a drink?" asked Isadore. "I am tired and thirsty."

"Yes, it will refresh you," she answered.

He watched her lower the bucket. When she had drawn it up, he said, "What a deep groove is worn in that stone! What did it?"

"Years of constant grinding, my lad, has done it," she replied as she lifted her pail out of the water and gave him a drink.

Then she went on her way.

"Years of constant grinding," repeated the lad. "A soft rope can wear away a hard stone by doing a bit each day. That's a good hint! I was disheartened with my tasks, but I'll go back. By doing a bit each day, I'll master the hard tasks given me."

The boy kept his word. He went back and mastered his tasks. In time, he became a great man and the people of Spain, even to this day, revere and honor his name.

I. If a word in this story is new to you, try to learn its meaning from the way it is used in the sentence. If this does not help you, find the word in the dictionary.

Why was Isadore at the well? What attracted his attention there? What made him say, "That's a good hint"?

The story tells that the lad changed his mind. In the first part of this story, what kind of boy was Isadore? What kind of man did he become?

Use these words in sentences of your own: *disheartened, task, revere, hint, decided.*

Remember that a new word isn't really *yours* until you can use it correctly in a sentence.

II. You have learned that a proverb is a short saying which expresses a great truth. When you read the proverb, *Great oaks from little acorns grow*, you know it means that from small beginnings great things may come.

Tell what you think these proverbs mean:

1. A small leak will sink a great ship.
2. Make hay while the sun shines.
3. He that would have fruit must climb the tree.
4. A little neglect may breed great mischief.
5. Little by little, the task is accomplished.

Which of these proverbs express the same thought? Which best expresses the lesson of the story about Isadore? Why?

44. WORDS THAT MEAN THE SAME

There are many words in our language which mean the same or nearly the same; as, Her *dress* is pretty. Her *frock* is pretty. We call such words **synonyms**. By means of synonyms we avoid using the same word too often and thus give variety to our expression.

Think of a synonym for each of these words: *disheartened, task, decided, revere, hint, patient, mastered.*

For Practice

Write these sentences, using synonyms for the words printed in italics.

1. Isadore became *disheartened* and ran away.
2. He thought his *task* was too hard.

3. Later he *decided* to master his tasks.
4. To-day the people *revere* his name.
5. That is a good *hint* for a boy.
6. Years of *constant* grinding have done it.
7. He *mastered* his hard tasks.

45. TWO USES OF THE COMMA

1. *Yes,* I thought my tasks very hard.
2. *No,* I will not run away.

When the word *yes* or *no* is used as part of an answer, what kind of mark separates it from the rest of the sentence?

1. My good woman, will you please give me a drink?
2. It will refresh you, my lad.
3. Years of constant grinding, Isadore, have done it.

In the first sentence, what person is addressed? What words are used? What mark separates these words from the rest of the sentence?

Who is addressed in the second sentence? What mark separates the expression *my lad* from the rest of the sentence?

Who is addressed in the third sentence? How is this word set off from the other words in the sentence? Read this sentence omitting the commas. You will readily see that commas help to make clear the meaning of the sentence.

A Question and Answer Game

On a slip of paper write a question addressed to a classmate. Begin your question with his or her name; as, *Mary, can you swim?*

Exchange your questions. Answer the one you receive by beginning with the word *yes* or *no;* as, *Yes, I can swim;* or, *No, I can not swim;* or, *Yes, Jane, I can swim.*

If the sentence which you receive is not correctly written and punctuated, correct it before you hand it back.

You may play this question and answer game on the blackboard, if you wish. A pupil writes on the board a question addressed to a classmate. The classmate addressed goes to the blackboard and writes the answer to the question.

When *yes* or *no* forms part of an answer, it should be set off from the rest of the sentence by a comma.

The *name of address* or an *expression of address* should be set off from the rest of the sentence by a comma or commas.

46. ONE WAY OF WRITING CONVERSATION

Choose one of the following suggestions. Write a conversation which might have taken place between the characters named in it.

1. Two boys making a kite for a kite-flying contest

2. Red Riding Hood and the wolf in the wood
3. A rabbit and a scarecrow
4. A customer and a market gardener

In writing this kind of dialogue put each speaker's name at the left and follow it with a period. After the name write one or two sentences which the speaker used.

When you have done your best with the conversation, be your own critic for correct capitalization, punctuation, and spelling. Ask yourself these questions:

Did I begin and end my sentences correctly?

If I used the word *yes* or *no* as part of an answer, did I put a comma after it?

If I used a word or expression of address, did I set it off from the rest of the sentence by a comma or commas?

If I used a contraction, did I spell it correctly?

If I used the expression *all right*, did I spell it correctly as two separate words?

Read your written conversation aloud. Whose dialogue seems the most natural?

47. PARAGRAPH STUDY

A Good Helper

Have you ever heard the story of the Spanish milkman and his clever donkey? For a number of years they delivered milk to many customers. Every morning the bottles of milk were put into bags which hung on each side of the donkey's

back. The little creature was trained to stop at the door of each customer. Then the milkman rang the bell; and, when the mistress appeared, he delivered the milk.

But one day the donkey played milkman. She was obliged to take the milk by herself, because her master was too ill to go on his rounds. He feared that he would lose some of his customers if he failed to deliver the milk. So he put the bottles of milk into the bags and sent the donkey off by herself. Through the town she trotted, stopping at each customer's house. The clever animal pulled the doorbell with her teeth and waited. How surprised the mistress was when she opened the door! She could hardly believe her own eyes! But there was the donkey, and there was the milk. In the evening the donkey returned home. Wasn't she a clever donkey? All the milk had been delivered and not one bottle had been broken!

I. How many paragraphs did the writer use in telling this story? Which tells how the milkman and his donkey worked together in delivering the milk? Which tells how the donkey delivered it alone? Does the opening sentence of the story interest you? Do you like the closing sentence?

II. Retell this story as if you were one of the following: the *milkman*, a *customer*, the *donkey*.

Think your way through what you are going to say. See that each step is in its proper order. The donkey would not feel like a customer or like her master. Make

what you say and do in keeping with the character. You know which character will show the greatest surprise. Your first sentence should arouse the interest of your listeners. Can you think of a good closing sentence?

48. FOR REVIEW

I. In the story, "A Good Helper," find a sentence that asks a question. Tell how it is written. Find a statement. How does it begin and end? Find a sentence which expresses strong feeling. How is this sentence written and punctuated?

II. On the blackboard write the following:

A question which you would like to ask the donkey

A question which you would like to ask a customer

A question which you would like to ask the milkman

A statement which the customer might make in answer to your question

A statement which the milkman might make about his donkey

A statement which the donkey might make if he could speak

An exclamatory sentence used by a customer when she saw the new milkman

III. Study these sentences:

1. The frog *was* singing.
2. The frogs *were* singing.

3. You *were* singing, little bird.
4. You *were* singing, little birds.

With what kind of word should *was* be used? With what kind of word should *were* be used? Which word, *was* or *were*, should always be used with *you?*

For Practice

I. Read these sentences aloud, using the correct word, *was* or *were*, in each. Give the reason for your choice of word.

1. The garden beds (were, was) made yesterday.
2. The little rabbit (was, were) afraid of the scarecrow.
3. (Was, Were) you afraid of it, girls?
4. You (were, was) surprised to see one in the garden, Tom.
5. Where (was, were) the packages of seeds, Tom?
6. (Was, Were) the chickens watching the seeds?
7. The little sparrows (was, were) eating them.
8. The flags in the parade (was, were) carried by boys.
9. We (was, were) anxious to travel across the deserts on camels.
10. There (was, were) no camels prepared to take the journey.
11. (Was, Were) you interested in the score, Albert?

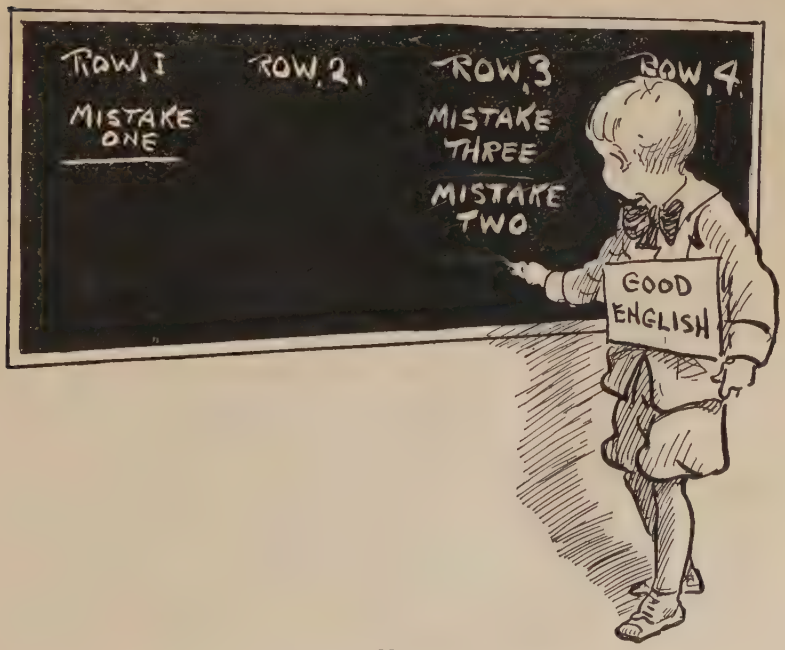
II. Read the sentences again, using *wasn't* in place of *was* and *weren't* in place of *were*.

CHAPTER IV

49. A GOOD ENGLISH DRIVE

Wouldn't you like to have a Good English Drive for one week? Of course you fight faults of speech every day; but it is well to set aside a special week during which you work harder than ever for better speech.

It would be a good plan during your drive to wear both at home and at school a tag with the words Good English printed on it. This would remind you of the war you are waging against your own habitual errors.



For one week keep these three mistakes out of the classroom:

Mistake one: Do not say *ain't* for *isn't, aren't,* or *am not.*

Mistake two: Do not say *I seen* for *I saw.*

Mistake three: Do not say *he don't* or *she don't* for *he doesn't* or *she doesn't.*

On the blackboard write figures corresponding to the rows in your room. During the week be on the alert to see if any pupil makes one of the mistakes named. If he does, it scores against his row. The one who hears the error writes under the row number these words: *mistake one, mistake two,* or *mistake three.*

At the end of the week, the record will show which row is the best.

50. FOR HOME AND SCHOOL

Norwegian children observe a pretty custom of remembering the birds each Christmas. They hang a sheaf of ripe grain on the roofs of their houses for the birds' holiday feast. Wouldn't this be a good custom to observe in our country? Besides grain, we could use other kinds of food which birds particularly enjoy but find difficult to get in the winter season. What kind of food can you suggest?

In America we, too, observe many interesting customs on these holidays:

Christmas Eve	Washington's Birthday
Christmas Day	Hallowe'en
Independence Day	Thanksgiving
St. Valentine's Day	Arbor Day

Imagine that your classmates are foreign children. They would like to hear about our American holidays. Choose from the lists a holiday which you would like to talk about. Then think of the most interesting things which boys and girls in America do to celebrate that day.

For your next lesson prepare your short talk. It is a good plan to practice your report at home before you give it in class.

51. A CLASS TALK: OUR HOLIDAY CUSTOMS

Go before your class and give the talk which you have prepared about our customs on a particular holiday. In your first sentence tell which holiday you are going to talk about, and talk only about that holiday. Speak clearly and distinctly.

52. HOW TO WRITE POSSESSIVES

1. The little girl's crumbs for the robins lay on the grass.
2. The crumbs were for the two birds' breakfast.
3. The children's bird house was vacant.

Read the first sentence. To whom did the crumbs belong? What is added to the word *girl* to show possession? Is the word *girl* singular or plural? In sentence 2, what is added to the word *birds* to show possession? Is the word *birds* in this sentence singular or plural?

What is added to the word *children* to show possession? Is the word *children* singular or plural?

Nouns like *girl's*, *birds'*, and *children's*, used in this way, are called possessives.

To show possession in a singular noun, add an *apostrophe* and *s;* as, *girl, girl's.*

To show possession in a plural noun that ends in *s* add an *apostrophe* only; as, *birds, birds'.*

To show possession in a plural noun that does not end in *s,* add an *apostrophe* and *s;* as, *children, children's.*

For Practice

I. Tell the difference in meaning between the sentences in each of the following groups. How is this difference shown?

1. The girl's crumbs were a feast for the birds.
   The girls' crumbs were a feast for the birds.
2. The squirrel's teeth are chisel-edged.
   The squirrels' teeth are chisel-edged.
3. Ivory is obtained from the elephant's tusks.
   Ivory is obtained from the elephants' tusks.
4. Have you seen the spider's webs?
   Have you seen the spiders' webs?

II. Point out the possessives in the following sentences. In each case, tell how possession is shown.

1. I am Tommy Tinker's dog.
2. Did you ever see a spider's telephone?
3. When is the children's hour in your home?
4. Beavers' homes are cleverly built.

III. Write from dictation the sentences in exercises I and II. Your teacher will state whether the possessive in each is singular or plural.

53. BEGAN — BEGUN

Notice the words *began* and *begun* in these sentences.

> We *began* to plant our garden to-day. Tom and Jack *had begun* theirs before we thought of making ours. *Have* you *begun* to make yours yet?

The word *begun* is always used with a helper, such as *have*, *has*, or *had*. The word *began* never has a helper.

I. Read these sentences aloud, using the correct word, *began* or *begun*, in the blank spaces:

1. I —— a new story to-day.
2. Have you —— taking swimming lessons?
3. Mary —— her lessons a week ago.
4. The workmen have —— to build our house.
5. They —— yesterday.
6. The rain —— to fall before we reached home.
7. The sap of the maple trees has —— to flow.

II. Use *began* and *begun* in sentences of your own.

54. ANOTHER USE OF THE CAPITAL LETTER

1. The Norwegian children remember the birds at Christmas.
2. Do American children observe this custom?

In what country is it customary to feed the birds at Christmas time? Which word in the first sentence is formed from the name of this country? Which

word in the second sentence is formed from the name of our country? You see that the words *Norwegian* and *American* are formed from the names of countries. With what kind of letter do these words begin?

Words like *Norwegian, American, English,* and *French,* which are formed from the names of countries, should begin with capital letters.

For Practice

I. Explain the use of the capital letters in these sentences:

1. We speak the English language.
2. The French people are very thrifty.
3. Do you like a Scotch terrier?
4. I know an Italian organ grinder.
5. These Spanish melons are delicious.
6. Have you ever seen a Mexican pony?
7. I am an American citizen.
8. The Swiss watches are known everywhere.
9. Umbrellas were used by the Chinese people long before we used them.
10. Many Australian birds have brilliant plumage.

II. Write these sentences from dictation.

55. LETTER WRITING

A classmate who is out of school would welcome a letter from the class. Working together, dictate a letter telling what you have learned about the Norwegian children and how they remember the birds at Christ-

mas time. Perhaps your class plans to observe this charming custom next Christmas. Tell him about the plan. Also, tell any other school news.

Keep one copy for your class book. Send others to absent classmates.

56. TITLES OF RESPECT AND THEIR ABBREVIATIONS

Sometimes such words as uncle, aunt, cousin, doctor, superintendent, president, professor, and principal are used as titles of respect with names; as, My *Uncle* James is visiting us. We heard *Professor* Allen lecture.

In these sentences *Uncle* and *Professor* are titles of respect used with names.

A title of respect used with a name should begin with a capital letter.

When words like *uncle, aunt, professor* are used without names, they should not be capitalized unless they begin a sentence or are used in the greeting of a letter; as, My *aunt* lives here. Jane is my *cousin.*

Copy these sentences. Fill each blank with a word printed at the end of the sentence. Which words will you begin with capitals?

1. My —— Mary writes interesting letters. (aunt)
2. Is —— Brown your ——? (professor, cousin)
3. Did you call the —— yesterday? (doctor)
4. John's —— Henry is a ——. (uncle, captain)
5. My favorite —— is coming to visit us. (cousin)
6. Your —— Alice sings well. (cousin)
7. I like to hear —— Davis laugh. (doctor)

In some cases it is correct to write titles in a shortened form. Study this list of titles of respect and their abbreviations used with names:

TITLES	ABBREVIATIONS WITH NAMES
Mister	Mr. James Brown
Mistress	Mrs. James Brown
Miss	——— ——— ———
Doctor	Dr. Thomas Baldwin
Captain	Capt. William Martin
General	Gen. Pershing
Colonel	Col. Roosevelt
Governor	Gov. Henderson
Reverend	The Rev. James Smith

Tell how these abbreviations are written. Which title has no abbreviation? The titles *Mr.*, *Mrs.*, and *Miss* are always used with names. It is not courteous to use them without names. The titles *Mr.* and *Mrs.* are always written as abbreviations. Which title in the list has no abbreviated form?

It is necessary for you to know the abbreviated form of such titles as *Captain*, *General*, *Colonel*, *Reverend*, and *Govcrnor* because you often see these abbreviations in print; but it is best in your own writing to spell these titles in full. Never use the form *Rev. Smith;* say, *The Rev. Mr. Smith*, or *The Rev. James Smith.* An abbreviation is pronounced as the full word is pronounced. Thus *Gov.* is pronounced *Governor; Dr.* is pronounced *Doctor.*

For Practice

Copy these sentences, filling the blank spaces with the names of persons. Use a title of respect with each.

1. My mother's name is —— ——.
2. —— —— is my uncle.
3. My teacher's name is —— ——.
4. Our family physician is ——.
5. —— —— is our next door neighbor.
6. The highest official in our state is —— ——.

57. HELPING THE POSTMAN

Save time for the many people employed in the postal service by addressing your letter clearly and correctly. Below is a model of an envelope correctly addressed:

What is the postman told on the envelope? In what order are the facts told?

Sketch on paper several oblongs about the size of an ordinary envelope. On each write a different one of the following addresses:

1. Your father's name and address
2. Your teacher's name and her school address
3. The name of a relative with his or her address
4. Mr. John Kent, 14 West Street, Ada, Ohio

Some of your letters about a Christmas custom in Norway were chosen to be sent to absent pupils. Address clearly an envelope for each. Fold your letter pages neatly and enclose them. What should you do next?

58. DON'T — DOESN'T

The words *don't* and *doesn't* are used correctly in these sentences:

1. This dog *doesn't* bite.
2. These dogs *don't* bite.
3. I *don't* feel afraid of Rover.

For what two words does the contraction *doesn't* stand? For what two words does the contraction *don't* stand? These contractions are often used incorrectly. This test will help you to avoid confusing the use of these words.

Use the contraction *doesn't* when it is correct to use *does not*.

Use the contraction *don't* when it is correct to use *do not*.

For Practice

On a slip of paper write a sentence in which you use the word *don't* or *doesn't*. Leave a blank where one of these words should be written. Exchange papers. Supply the missing word in the sentence which you have received. Be sure to spell the contractions, *don't* and *doesn't*, carefully. When you have completed your sentence, read it aloud for class criticism.

59. A STORY FROM HISTORY

Some of the early settlers in our country took pains to gain and keep the good will of the Indians. Here is a story which shows how William Penn treated them.

William Penn and the Indians

The good will of the Indians in Pennsylvania had been won at the start when William Penn made a treaty of peace with them under a large tree. Penn gave them knives, kettles, axes, beads, and various other articles, although he had already paid the King of England a large sum for the land.

As time went on, the Quaker settlers needed more land. Penn called the Indians together and told them that he wished to buy more land from them. They hesitated to part with more of their hunting ground, but they trusted William Penn so thoroughly that they finally agreed to sell the English colonists as much land as a man could run around in a certain time. This was the Indians' way of surveying.

There happened to be among the colonists a boy

who was an excellent runner. He offered his services. At a signal he sped away; and, to the surprise of the red men, he covered a very large tract of land.

Watching him, the Indians became dissatisfied, then frightened, because they saw that they would lose a good deal of their hunting ground.

They grumbled and whispered to one another; and the leader said aloud, "We are cheated. The white face has wings or he could not cover so much ground. He is not fair to the Indians."

A Quaker who stood near and heard their words said to Penn, "The savages say that we have cheated them, and that they will not keep their bargain. Let us force them to keep their agreement."

Penn looked surprised at the speaker and declared that the Quakers would gain nothing by force. He added that the friendship of the Indians was worth more to the Quakers than a strip of land.

Then turning to the Indians he said, "Our runner has covered more ground than you think we should take. Tell us how we may satisfy you. Take from our stores what you think will repay you."

The Indians' faces brightened when they understood that Penn did not mean to cheat them. They stepped up to the stores which Penn's people had brought and helped themselves to gaudy ornaments, long fish poles, bright-colored cloth, and various other gifts.

Turning to Penn, the leader of the Indians said,

"William Penn is the red man's friend. Let us smoke the pipe of peace together."

How did Indians survey land? In this case the plan worked against them. How? In what way did Penn satisfy them? Why did the Indians trust William Penn? Discuss Penn's way of showing justice.

60. EXPRESSING CONVERSATION

The story of William Penn and the Indians makes a good play. Below is the skeleton of the drama. You are to express the conversation in spirited dialogue. Remember that the Indian who spoke for his people was very dignified in his manner, and, according to the Indian custom, expressed himself briefly.

After a group of pupils has given the exercise, the other members of the class should be ready to point out what was well done and where and how improvements might be made. Decide by vote which group gave the most natural dramatization.

William Penn and the Indians

Time:	1680
Place:	Quaker Settlement in Pennsylvania
Characters:	William Penn
	Indian leader
	A runner
	A Quaker
	Groups of Indians and Quakers

William Penn. (Addresses the group of Indians and explains the purpose of the meeting.)

Indian Group. (Consult together.)

Indian Leader. (Speaks with the Quakers and explains the Indians' way of surveying.)

The Runner. (Offers his services.)

Group of Indians. (Mumble their dissatisfaction as they watch the runner.)

Indian Leader. (Voices the feeling of his people.)

A Quaker. (Suggests to Penn that the colonists use force.)

William Penn. (Answers the Quaker, then speaks to the Indian leader.)

Indian Leader. (Answers Penn with dignity.)

61. ANOTHER USE OF THE COMMA

Read this sentence:

1. Penn gave the Indians knives, kettles, and axes.

The sentence names things which Penn gave to the Indians. How many are mentioned in this list or series? How are these words separated?

Words or groups of words in a series should be separated by commas.

For Practice

On the blackboard write sentences naming in series: several of your classmates; three kinds of fruit; three of your favorite animals; the colors in our flag.

62. WRITING A PLAY

Plan to give a patriotic program this year. It would be interesting to write the play "William Penn

and the Indians" and use it. If you write the play, keep a copy for your class book.

There are many stories about Indians, Pilgrims, and about early events in our history that would make good plays. Below are some suggestions:

1. Columbus Landing in America
2. Our First Thanksgiving Day
3. Pilgrim Children and the Indians
4. The Boston Tea Party

You may wish to dramatize one of these. If you do, your readings in history will help you to get interesting material about these subjects.

63. WHEN TO USE *A* AND *AN*

Read these sentences aloud:

Have you ever seen *an* elephant dance?
No, but I have seen *a* bear dance.

You see that in speaking about an elephant we say *an elephant;* but in speaking about a bear we say *a bear*. *An* is used before a word that begins with one of the vowel sounds *a*, *e*, *i*, *o*, and *u*. *A* is used before a word which begins with a consonant sound.

In some words the letter *u* has the sound of *y*; as, *useful, union, uniform.* We use *a* before words beginning with *u* when *u* has this sound of *y;* as, Has he *a uniform?*

Some words begin with consonants that are not sounded; as, *honest, herb, hour.* We use *an* before words of this kind; as, He is *an honest* man.

For Practice

Supply the correct word, *a* or *an*, in each blank.

1. Have you ever seen —— orange grove?
2. —— early bird catches the worm.
3. Tea is the dried leaves of —— evergreen shrub.
4. —— observing naturalist says that —— ant never rests a moment.
5. The dog is —— useful animal.
6. —— airplane hovered over us for —— hour.

64. FOR REVIEW

I. Copy these sentences, punctuating them correctly.

1. Are all snakes poisonous Miss Brown
2. No many snakes are harmless
3. Start the game Mary when I give the signal
4. They can play tennis croquet and basket ball
5. Lift your hats boys as the flag goes by
6. My lad you are a gentleman

II. Write the following sentences, using in each the correct expression, *there is* or *there are*.

1. —— —— ten children waiting in the hayfield.
2. —— —— a hay wagon waiting to take them for a ride.
3. —— —— two men pitching hay.
4. In the fields —— —— many haystacks.
5. —— —— many crows eating the grain.

III. Make sentences of your own, beginning with these expressions: *there is, there are; there was, there were; is there, are there; was there, were there.*

CHAPTER V

65. A STORY TO READ AND TO TELL

This is a good story of Abraham Lincoln's boyhood. If any of the words in it are new to you, find them in your dictionary.

The Boyhood of Abraham Lincoln

In a small log cabin in the woods of Kentucky, Abraham Lincoln was born on February 12, 1809. When he was seven years old, the family moved to Indiana and Abe was his father's helper in building the cabin which was to be the family shelter near the border of the forest. The lad was healthy, rugged, and active. From early morning till late evening, he worked with his father chopping trees and cutting poles and boughs for the rude cabin which was to be their home.

This cabin was a mere shed, only fourteen feet square, and open on one side. It was built of poles lying upon one another, and a thatched roof was made of boughs and leaves. As there was no chimney, there could be no fire within the enclosure; and it was necessary to keep one burning all the time just in front of the open side.

The rude furniture in this cabin was very scanty. For chairs there were three-legged stools made by smoothing the flat side of a split log and putting sticks into auger holes underneath. The table was made in the same simple fashion, except that it

stood on four legs instead of three. A crude framework of poles built in the corner of the cabin served as a bedstead. Upon this, shucks and leaves were heaped for bedding, and over all were thrown the skins of wild animals for a covering. Pegs, driven into the wall, served as a stairway to the loft, where there was another bed of leaves. Here little Abe slept.

The lad was a tall, slim, awkward boy with very long legs and arms. In winter he wore moccasins, trousers, a shirt of deerskin, and a cap of coonskin with a tail of the animal hanging down behind.

Abraham Lincoln's schooling was brief, not more than a year in all. Such schools as he attended were nothing like the graded schools of to-day. The buildings were rough log cabins with earth for floors and oiled paper for windows. Desks were unknown. The little schoolhouse was furnished with rude benches made of split logs, after the manner of the stools and tables in Lincoln's home. However, by his self-reliance, determination, and good reading habits, the boy acquired the very best sort of training for his future life.

When night came, he would find a seat in the corner by the fireside of the cabin, or he would stretch out at length on the floor, and write or work sums in arithmetic on a wooden shovel, using a charred stick for a pencil or a pen. When he had covered the shovel, he would shave off the surface and begin over again.

He had few books at his home and he found it impossible in that wild country to borrow many.

> Among those which he read over and over again were the "Bible," "Æsop's Fables," "Robinson Crusoe," "Pilgrim's Progress," and "Life of Washington." This last book had a marked influence over his future.
>
> WILBUR FISK GORDY

I. How did Lincoln help his father when the family moved to Indiana? The story says that they built a rude cabin. What does that mean? Describe the cabin. Tell how it was furnished.

From this story what do you learn about the school which he attended? Describe the boy Lincoln getting his lessons. What do you learn about his favorite books?

What is *self-reliance?* What does *determined* mean? This story makes you feel that the lad, Lincoln, was a boy who would make a great and good man. Tell why?

II. Into how many paragraphs is this story divided? Below is an outline which gives the main thought or topic of each:

1. Moving from Kentucky to Indiana
2. The new cabin in Indiana
3. How the cabin was furnished
4. A description of the boy, Lincoln
5. His schooling
6. Getting his lessons
7. His favorite books

Using the outline, several of you may retell the story, each relating one paragraph. Keep to your point in

each. Use some of the new words which you have learned.

III. In the last paragraph about Abraham Lincoln you are told the titles of several books which he read again and again. Tell where capitals are used in these titles. Marks like these (" "), called **quotation marks,** enclose each title.

When you write in a sentence the title of a book, a story, or a poem, place quotation marks at the beginning and at the end of the title.

On the blackboard write sentences in which you name favorite stories, poems, and books.

66. GOT—HAVE

Boys and girls sometimes use the words *got* and *have got* when they mean *have*. Study these sentences:

Right: I *have* a bicycle.
Wrong: I *have got* a bicycle.

Read the second sentence, leaving out the word *got*. Does this word add anything to the meaning? You see it is an unnecessary word in this sentence. *Have* in this sentence means *possess*. You do not need to use the word *got*, too.

The word *got* has a meaning of its own. In the following sentences *have* and *got* are correctly used:

1. I *have* a new bicycle.
2. I *got* it by selling papers.

The first sentence means that I possess a new bicycle. The second sentence tells how I obtained it.

The word *got* means *obtained.* Do not say *I have got* when you mean, *I have.*

When we use the words *have, has,* or *had* to express possession, we do not need the word *got* and we should not use it.

For Practice

I. Read these sentences aloud several times. This practice will help you to use *have* and *got* correctly.

1. Jack *got* a radio yesterday. He *has* it at his home now.
2. *Have* you a radio? I *have.* I *got* it to-day.
3. Who *got* the prize for his composition?
4. Who *has* the tickets now for the fair?
5. I *have* them. I *got* them before we started. I *have* them here in my pocket.
6. Jack *has* two dogs and a pony.
7. He *got* the pony in Scotland.
8. Our school *has* a new flag. We *got* it in time for Flag Day.

II. In this game each player imagines he has been to some kind of market and has bought something there. His classmates find out, by questioning, what he has purchased. The questions and answers go in this way.

Leader. I have been to market. What vegetables have I in my basket, Fred?

Fred. You have beets.

Leader. No, I haven't beets. Mary, I have been to market. What vegetables have I in my basket?

Mary. You have potatoes.
Leader. Yes, I have potatoes.

Mary becomes the leader. A player who uses in his sentence the word *got* with *have* is out of the game.

67. ADDING INTEREST TO YOUR STORIES

A short story about a well-known person is called an *anecdote*. Read this amusing anecdote, told in two different ways, about Christopher Columbus:

1. One day Columbus told a courtier that the earth is round like a ball. The surprised courtier then asked Columbus why all the people didn't fall off.

2. One day Columbus said to a courtier, "The earth is round like a ball."
"What!" exclaimed the courtier. "Then why don't the people fall off?"

In which anecdote do the characters talk and make you feel as if you are listening to what they say? Isn't it the more interesting way to tell the story? Conversation in a story always adds interest to it.

For Practice

Retell these anecdotes about Abraham Lincoln. You can add interest to these stories by expressing the conversation that took place. Make your characters speak naturally.

Lincoln and the Woodchopper

One cold winter day Abraham Lincoln found an old man chopping the logs of a small hut into firewood. Touched with pity, Lincoln asked the old man how much he expected to earn from his work. The worker replied that he had to earn at least a dollar in order to buy a pair of shoes. Telling the old man to go back into the house and keep warm, Lincoln himself took up the axe and finished the job. Then he gave the old man the money.

Lincoln and the Birds

One day Abraham Lincoln and some of his friends were riding through the country. Suddenly the friends missed Lincoln. When one of them asked where he was, another replied that he had seen Lincoln dismount, pick up two little birds, and look for the nest. While they were talking, Lincoln returned looking very happy. His friends asked why he had taken so much trouble for two young birds. Lincoln replied that he could not have slept that night if he had not returned the birds to their nest.

68. PROJECT: A PATRIOTIC PROGRAM

During the school year you will wish to give some programs and invite your friends. Sometimes your guests will be pupils of another class; sometimes, your parents and older friends. When making a program,

keep in mind who your guests will be and plan to interest them.

Every step in planning a program should be team work. This means that you will work together as a class, or in smaller groups as committees. With your teacher, the class as a whole or divided into committees should arrange for the *program*, the *invitation*, the *decorations*, and the *reception of the guests*.

In this book you have had a number of exercises suitable for a patriotic program. For example, you have had a biography of Abraham Lincoln, anecdotes, and the colonial play, "William Penn and the Indians." In your readers you have studied patriotic selections, both stories and poems. In case you decide to give a program of this kind, include patriotic songs. Choose at least one in which your guests may join.

Working together, prepare your program and write it on the blackboard. Your teacher will help you to arrange the selections in the best order. When the program is in its best form, each of you will make at least one copy. The copies will be handed to the guests. Be sure to reserve a copy for your class book.

Here is a plan for you to complete. It suggests suitable selections for the beginning of a patriotic program and a suitable selection for the ending of one.

From previous exercises in this book or from your readers or histories make suitable selections to fill the blanks left in this program.

Patriotic Program

Fifth Grade, Franklin School

February 12, 1925

Song, "America" ..... Guests and School
Salute to the Flag ..... Guests and School
Lincoln's Boyhood ..... James Martin
____ ____ ____ ..... ____ ____ ____
____ ____ ____ ..... ____ ____ ____
Song, "The Star-Spangled Banner"
Guests and School
____ ____ ____ ..... ____ ____ ____

The Note of Invitation

Send a cordial invitation to your guests. This note of invitation to a story hour will serve as a model for any kind of invitation that you, as a class, may wish to send:

Dear Pupils of Grade Six,

We are going to have a story hour in our classroom next Friday afternoon, May 8, at two o'clock. It will give us pleasure to have you and your teacher with us.

Cordially yours,

Franklin School
May 4, 1925

Pupils of Grade Five

Make your note of invitation a class exercise. After it is written in the best form on the board, each of you should make a copy. Perhaps your teacher will appoint three pupils to be judges. They will choose the best copies, one or more to send to the guests, and one to put into the class book.

Decorating the Room

If you are giving a patriotic program, you will wish to decorate the room. A special committee may be needed for this work. Be sure that you hang flags in the proper way. Your guests would enjoy seeing specimens of your best written work. The class book, also, should be on display.

Receiving the Guests

Arrange a plan for receiving and seating your guests. If you have invited your parents and older friends whom your teacher has not met, introduce them to her.

A program requires much preparation, time, and practice. Begin preparing early.

69. COURTESY IN EVERY-DAY LIFE

In many of your entertainments you will probably invite others to enjoy your program. Who are the hosts and hostesses? Who are the guests?

There are rules of courtesy which every host, hostess, and guest should observe. Discuss in class how we should show courtesy in the following situations:

1. When a guest arrives
2. When we first see our host and hostess
3. When we introduce a guest to some one
4. When some one is introduced to us.

5. When we say *good-by* to our host and hostess
6. When some one addresses a question to us that is answered by *yes* or *no*.

Dramatization

1. Your mother has come to enjoy a program in your school. She has not met your teacher. Introduce your mother to her.

2. You are getting well after an illness that has kept you out of school. Your teacher calls to see you. You go to the door. Greet and receive her courteously.

3. You enter a room where your mother is entertaining a visitor. What will you say upon entering? Your mother introduces you.

4. You have enjoyed lunch at the home of a friend. You are about to leave. Express yourself to your host and hostess.

5. Mrs. Brown calls at your home to ask your mother's permission to take you to the circus the next day. Your mother gives her permission. You are present and accept the invitation.

70. LET — LEAVE

The word *let* means *to allow* or *to give permission*. *Leave* means to give a thing up or to go away from it. It is correct to say, *Let me go;* that is, give me permission to go. It is correct to say, *Leave the station at two o'clock;* that is, go away from it.

For Practice

I. Read these sentences aloud, using in each blank the correct word, *let* or *leave:*

1. I will —— you do this work.
2. Do —— me know the news as soon as you can.
3. —— the books on my table.
4. I will —— the pencils there, too.
5. Please —— me drive the car to-day.
6. If you will —— me give you some flowers, I will —— them at your home.
7. —— me gather some flowers myself, please.

II. Use *let* and *leave* correctly in sentences of your own.

71. TESTING YOURSELF

In this selection point out each capital and tell why it is used. Tell why each punctuation mark is used.

The Little Citizens' Parade

On the Fourth of July we met at Bob's tent to form our parade. The boys' band played as we marched down Main Street. Ralph was our captain. He carried a beautiful American flag. The boys' caps were gayly decorated with small flags. Around the girls' hats were fastened red, white, and blue ribbons. The villagers said that they would like to see a children's parade every year on Independence Day.

Find a singular possessive. How is it written? Find plural possessives and tell how they are written.

Dictation

Write "The Little Citizens' Parade" from dictation. Be sure to hear a whole sentence before you begin to write it. When you have finished, check your work.

72. KINDS OF SENTENCES

1. I am an American.
2. Do boys and girls enjoy history?
3. How beautiful our new flag is!

Which of these sentences is a question? Which is a statement? Which is an exclamatory sentence? You are going to learn other names for statements and questions. You know that a statement tells or declares something. A sentence that makes a statement is called a declarative sentence. A question is called an interrogative sentence. From this time on, in speaking of the three kinds of sentences which you have learned, use these names: declarative sentence, interrogative sentence, exclamatory sentence.

For Practice

I. In this exercise point out declarative, interrogative, and exclamatory sentences. Tell how each is capitalized and punctuated.

1. There is always time for courtesy.
2. Betsy Ross designed the first American flag.
3. A country where the citizens govern is called a republic.

4. What was the name of the vessel in which the Pilgrims sailed for America?
5. What courage those wanderers had!
6. Airplanes carry mail from one city to another.
7. What can boys and girls do to improve their school yards?
8. The Pilgrims made their own candles.
9. Always speak the truth.
10. Isn't that a wonderful rainbow!

II. On the blackboard write these sentences from dictation.

73. A STORY TO READ

Johnny Bear

Johnny was a queer little bear cub that lived with Grumpy, his mother, in Yellowstone Park. Johnny had only three good legs, his coat was faded and mangy, his limbs were thin, and his ears and pouch were very large. Yet his mother thought the world of him.

Johnny and his mother often came to the kitcher garbage heap of the Fountain Hotel, which is located in Yellowstone Park. Johnny seemed to know quite well the staple kinds of canned goods found there. One might almost have supposed that he had learned the brands, for a lobster tin had no charm for him so long as he could find those that were once filled with jam.

Some of the tins gave him much trouble, as he was too greedy or too clumsy to escape being scratched by the sharp edges. One fruit tin had

a hole so large that he could force his head into it, and for a few minutes his joy was full as he licked into all the farthest corners. But when he tried to draw his head out, his sorrow began, for he found himself caught. He scratched and screamed like any other spoiled child, giving his mother, Grumpy, no end of concern, although she seemed not to know how to help him. When at length he got the tin off his head, he revenged himself by hammering it with his paws until it was perfectly flat.

A large syrup can made him happy for a long time. It had had a lid, so that the hole was round and smooth; but it was not big enough to admit his head, and he could not touch its riches with his tongue stretched out its longest. He soon hit on a plan, however. Putting in his little black arm,

he churned it around, then drew it out and licked it clean. He did this again and again, until his can was as clean inside as when it first left the factory.

ERNEST THOMPSON-SETON

I. Why did the fruit tins give Johnny Bear trouble? What happened one day when he forced his head into one? What difficulty did he have with the syrup can? How did he show that he was a clever little cub?

How many paragraphs are used to tell this story? Which paragraph describes Johnny? Which tells about Grumpy and Johnny at the garbage heap? What does the third paragraph tell about? the fourth?

II. Following this outline, retell the story:

1. How Johnny looked
2. Johnny and Grumpy at the garbage heap
3. Johnny and the fruit tin
4. Johnny and the syrup can

Keep to the point of your paragraph.

74. USING CAPITAL LETTERS

I. In the story of Johnny Bear find the capital letters. Tell why each is used.

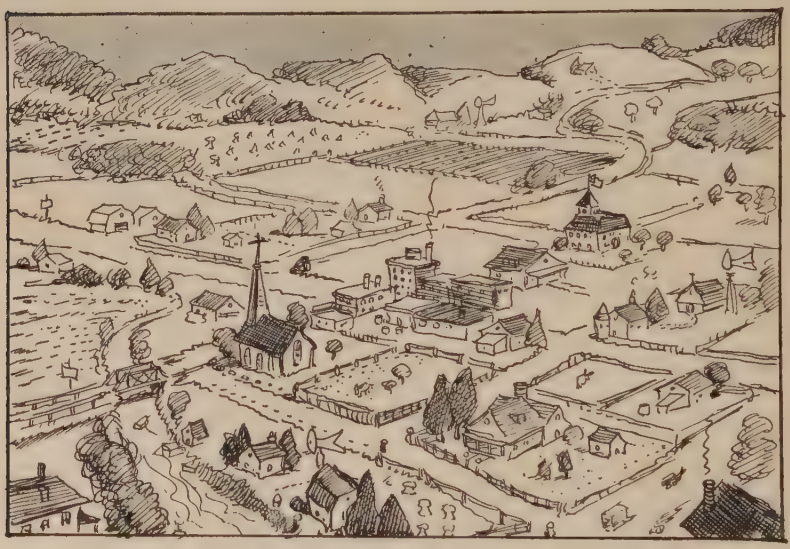
II. Write sentences answering these questions:

1. In what city do you live?
2. In what state is this city?
3. What body of water is near your city or town?
4. What is the name of a large hotel in your city?

5. Which park in your city do you like best?
6. Which school do you attend?

75. FOR REVIEW

Imagine that you live in this village. Copy the following paragraph about it and fill the blanks with suitable names for the particular places:



(Name the village) is the name of the village in which I live. It is located near (name a city). My home is on (name a street). We live only a short distance from (name a school). In winter (name a lake) freezes over and we go skating there. In summer we often have a picnic at (name a beach or a farm). I think it is fun to live in ——.

CHAPTER VI

76. A POEM TO READ

A Gentleman

I knew him for a gentleman
  By signs that never fail;
His coat was rough and rather worn,
  His cheeks were thin and pale —
A lad who had his way to make,
  With little time for play —,
I knew him for a gentleman
  By certain signs to-day.

He met his mother in the street;
  Off came his little cap.
My door was shut; he waited there
  Until I heard his rap.
He took the bundle from my hand,
  And when I dropped my pen,
He sprang to pick it up for me,
  This gentleman of ten.

MARGARET E. SANGSTER

The poet gives only a few of the signs by which to know a gentleman. What are they? Think of other signs by which to recognize a true gentleman. What are some of the signs of a lady? What are some of the signs of a gentleman or a lady at home? in the classroom? on the playground? in the street?

Perhaps you have seen some special act of courtesy that you remember. Was it thoughtfulness for an elder person or for some one else who needed special help? Tell about it.

77. MAY — CAN

I. Read the following:

> One day John said to his mother, "I am going to mend my dog kennel. *Can* I use father's hammer?"
>
> John's mother smiled and said, "You are able to use the hammer, John. Is that what you mean?"

John corrected his mistake. How did he ask permission to use his father's hammer?

May is used in asking or in giving permission.

Can is used in expressing ability to do something.

II. In the spirit of a game, ask one another's permission to do something; as, *May* I see your book, Mary? The one addressed will answer, using the expression *you may* or *you may not.*

78. TELEPHONE COURTESY

There is a courteous way of using the telephone. Keep in mind that the telephone is for business and for short friendly messages. No one should keep the line too long. Make sure of your number and know exactly what you wish to say before you take down the receiver. When the operator asks for your number, give it clearly and pleasantly; as, *Main, 0102, please.*

The operator will repeat your call number to learn if she has heard correctly. If the number is correct, answer, "Yes, please." If she has not heard it correctly, repeat your call number.

The following illustrates a courteous telephone conversation:

Helen. (Takes down the receiver.)
Operator. Number, please.
Helen. Main, one-O-three-two, please.
Operator. Main, one, O, three, two?
Helen. Yes, please.
Mrs. Johnson. Mrs. Johnson is speaking.
Helen. This is Helen Hall, Mrs. Johnson. May I speak to Mabel, please?
Mrs. Johnson. I'll call her, Helen.
Helen. Thank you, Mrs. Johnson.

Dramatizing Telephone Conversations

Dramatize the following. One pupil will be the operator; other pupils, the speakers.

1. Marie invites Elizabeth to spend next Saturday afternoon with her. She asks Elizabeth to get her mother's permission to come. Elizabeth's mother is not at home; Elizabeth agrees to telephone later to Marie.
2. Elizabeth telephones to Marie about her invitation.
3. James is not well enough to attend school.

He telephones to Ned asking him what the geography lesson for the next day is.

4. Your sister is ill. Call your family doctor.

5. Call a taxicab for your mother. Be sure to tell the driver all the necessary facts which he should know.

6. The policeman telephones to Ted Brown about his dog, Don. You remember the story.

79. THE BUSINESS LETTER

Every boy and every girl should learn how to write a correct business letter. It will enable you not only to take care of your own business affairs, such as ordering a book, a magazine, or a catalogue, but also to help your mother and father in many small business matters which require a correctly written letter of this kind.

Here is a business letter written by a pupil in the fifth grade:

345 West End Avenue
New York, N. Y.
December 20, 1925

Best and Company
Fifth Avenue at 35 Street
New York, N. Y.

Gentlemen:

Mother has asked me to let you know that a package from your firm was left by mistake at our house. Will you please call for it as soon as you can?

Sincerely yours,
Emily Martin

Read the heading of this business letter. Tell how it is capitalized and punctuated.

In all business letters there is an added part which is not used in the friendly letter. It is the name and business address of the person or company to whom the letter is sent. This added part is called the **inside address.**

Where is the inside address of Emily Martin's letter written? Which words in it begin with capital letters? What punctuation marks are used?

Read the greeting or salutation. The **colon** (:) is the customary punctuation used after the salutation in a business letter.

Read the complimentary closing. The salutation and the complimentary closing are less familiar in the business letter than they are in the friendly letter.

It is important to place and to write each part of your business letter correctly. It is equally important that your message be expressed correctly and in a businesslike way. Your statements and questions should be definite and to the point. Can you see a reason why every business letter should be brief and courteous? Test Emily Martin's letter to see if it is expressed correctly. Is it businesslike? Is it brief and courteous?

Copy Emily Martin's letter.

On the following page are different salutations and different complimentary endings that are suitable for business letters. Study how these expressions are written and punctuated. Then copy them.

SALUTATIONS	COMPLIMENTARY ENDINGS
Gentlemen:	Yours respectfully,
My dear Madam:	Yours sincerely,
Dear Sir:	Very respectfully yours,
My dear Mr. Brown:	Sincerely yours,
My dear Sirs:	Yours truly,

80. WRITING BUSINESS LETTERS

I. Write on the board a class letter to Charles Scribner's Sons, 597 Fifth Avenue, New York, New York. Ask for a catalogue of books for girls and boys from nine to twelve years of age.

As you dictate, your teacher or a pupil will write on the blackboard what you say.

For practice in writing and placing the parts of a business letter, copy the one on the blackboard.

II. Write a business letter to one of the following:

1. The Toy Tinkers, Evanston, Illinois.

Ask them to send you one of their latest catalogues.

2. The Century Company, 353 Fourth Avenue, New York, N. Y.

Ask them to send you at a summer address "St. Nicholas" for two months from date. Be sure to state your present address as well as the new one.

3. A business firm is giving calendars for advertisement. Write and ask for one.

81. BROKE — BROKEN

The words *broke* and *broken* are used correctly in these sentences.

1. The children *broke* their toys this morning.
2. They *had broken* several before we came.
3. *Have* you *broken* your bicycle?

With which one of these words will you use a helper; such as, *has*, *have*, or *had?*

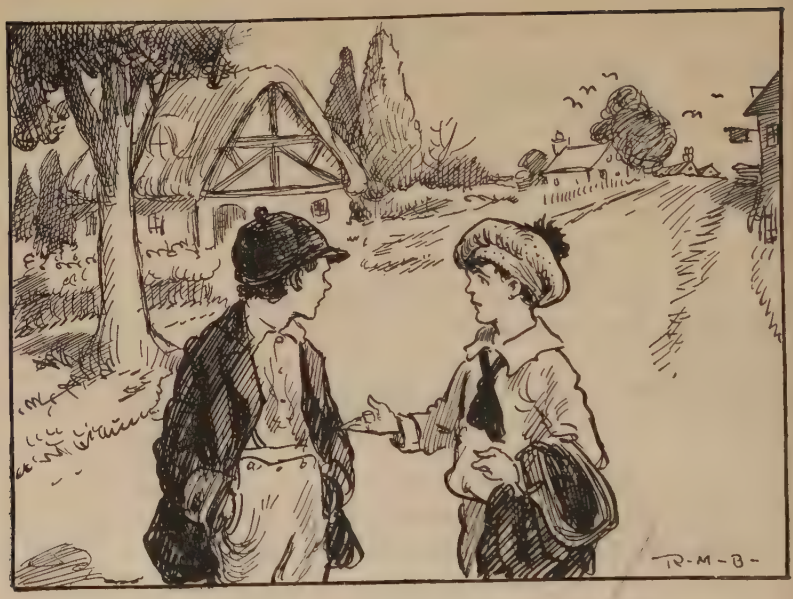
I. Read these sentences aloud. Fill each blank space with the correct word, *broke* or *broken.*

1. Tom has —— his bicycle.
2. Have you —— your doll, Suzanne?
3. Robert, have you —— your pencil?
4. Yes, I —— it yesterday.
5. I have —— it three or four times lately.
6. What —— the stem of this flower?
7. The wind had —— it before I could reach it.
8. Who —— the bars of the fence?
9. Have the sheep —— into the field?
10. The waves —— over the reef.

II. Use *broke* and *broken* in written sentences.

82. ANOTHER WAY TO WRITE CONVERSATION

You have learned how to write conversation in a play. We often write conversation in stories. Read this anecdote about Edwin Landseer, the great painter of animals.



A Friendly Whip

"Where have you been, Edwin?" asked a neighbor boy who met the young artist one day.

"I've been training a horse in the field," answered Edwin.

Then the neighbor remarked, "But you have no whip. Can you train a horse without a whip?"

"This lump of sugar is the only whip I ever use," replied Edwin.

The neighbor walked away saying that a lump of sugar was certainly a new kind of whip.

In telling a story we often quote what some one in the story said. We may do this by quoting the exact

words of the speaker; or by quoting what the speaker said without using his exact words.

In the story, "A Friendly Whip," read a sentence in which the exact words of the speaker are quoted. The quoted words are called a direct quotation.

Read a sentence which tells what a speaker said without using his exact words. This kind of quotation is called an indirect quotation.

A *direct quotation* repeats the exact words of the speaker.

An *indirect quotation* tells what the speaker said without using his exact words.

With what kind of letter does the first word of each direct quotation begin? Notice that quotation marks enclose direct quotations.

Sometimes more than one sentence is used in the direct quotation; as,

> Then the neighbor remarked, "But you have no whip. Can you train a horse without a whip?"

Where are quotation marks used?

Notice the direct quotation in the first sentence of the story. What kind of mark follows it? Look at the second sentence. What mark separates this direct quotation from the rest of the sentence?

You have learned that the first line of a paragraph should be indented. In this story which lines are indented?

In writing *direct quotations*, make a new paragraph each time the speaker changes.

For Practice

I. Each of you in turn may express orally a sentence. Your sentence may be declarative, interrogative, or exclamatory. A pupil at the blackboard will write a sentence in which he will name you as the speaker and tell in a direct quotation what you said; for example:

Ned (at his seat). Our team won the game.
Pupil (at the blackboard). Ned said, "Our team won the game."

II. Write from dictation, "The Friendly Whip." Do not omit any capitals or punctuation marks.

When you have finished, be your own critic. Did you write the story without making one mistake?

83. ANOTHER STORY TO READ

The Seven Ways of the Woods

One day a mother deer said to her little one, "Come with me to the wise deer of the forest. He will teach you the seven ways of the deep, deep woods. By listening carefully, you will learn the lessons which every fawn must know."

And the fawn said, "I will gladly learn from the wise deer, mother."

When they reached the place where the teacher lived, the mother exclaimed, "O wise deer of the forest, my little one would gladly learn the seven ways of the deep, deep woods!"

And the wise deer answered, "Will you send him

to me every morning when the first golden rays of the sun gleam on the clear lake?"

"Yes, he shall begin to-morrow," replied the mother deer.

The next day the little fawn went to the forest.

"I have come to learn my lesson," he said.

"You're late. The lesson time is past. I cannot teach you now," declared the wise deer. "Do you not see that the sun is beaming high over the tree tops?"

And the little fawn answered, "I was asleep when the first golden rays of the sun gleamed on the clear lake, O wise deer."

"Come to-morrow," commanded the teacher.

But the next day when the little fawn came for his lesson, the shadows of the forest trees were very short.

"I have come to learn my lesson," he said.

"Little fawn, the lesson time is past. See, the lake is blue under the noonday sun," answered the wise deer.

"I was eating my breakfast when the golden rays of the sun gleamed on the clear lake," confessed the little fawn.

"Come to-morrow, without fail, at the right time," cautioned the teacher.

But the next day when the little fawn came for his lesson the sun was low in the western sky.

"I have come to learn my lesson, O wise deer. Am I late?" he asked.

And the wise deer replied, "The lesson time is

past! See, the evening dew is beginning to refresh the forest."

The little fawn continued, "I was playing on the hillside all day."

"Come in time to-morrow," was all the wise deer said.

The next day, when the little fawn was on his way in the forest, he was caught in a hunter's trap.

The mother deer's heart was very sad. She hastened to the teacher of the forest and asked why he had not taught her fawn to know a hunter's trap.

And the wise deer explained, "That is my first lesson. Your little fawn, I am sorry to say, never came in time to learn it."

Why did the mother deer wish to send her little one to the wise deer? What excuses for being late did the fawn give? What happened to him on the fourth day? What complaint did the mother deer make? Give the wise deer's explanation to her.

Synonyms for *Said*

Do not use the word *said* too often in giving direct quotations. Our language has many synonyms for this word. The writer of the story, "The Seven Ways of the Woods," used several synonyms to avoid repeating the word *said*:

Turn to the story. On the blackboard make a list

of the synonyms which you find for the word *said*. Add any others that you can think of.

84. RETELLING A STORY

In order to teach a lesson, the wise deer often told the story of the little fawn. Tell it as if you were the wise deer. Direct quotations will add interest to your story. Use synonyms for the word *said*.

85. YOUR — YOU'RE

1. Have you come for *your* lesson?
2. *You're* late this morning.

For what words does the word *you're* stand? Read the second sentence, using *you are* in place of the contraction *you're*.

Does the word *your* in the first sentence mean *you are?* Tell how you know.

You can always use the expression *you are* for the contraction *you're*. *Your* shows possession. It is never spelled with an apostrophe.

Dictation

1. Can your paper boat sail?
2. You're a good sailor, Tom.
3. Where is your cabin?
4. I will watch your boat sail away.
5. You're going across the lake.

When you have finished writing, use your test to make sure that you have spelled the words *your* and *you're* correctly. Be your own critic.

86. TEACH — LEARN

In the story, "The Seven Ways of the Woods," you read these sentences:

1. He will *teach* you the seven ways of the deep, deep woods.
2. I will *learn* my lessons, mother.

Teach means to help some one to gain knowledge. The wise deer helps the fawns to gain knowledge of the seven ways to the woods. He *teaches* the fawns.

Learn means to gain knowledge. The fawn gains knowledge from the wise deer. He *learns* from his teacher.

For Practice

I. Read these sentences aloud, noticing how the words *learn* and *teach* are used in each:

1. The wise deer *teaches* young fawns.
2. The fawns *learn* from the wise deer.
3. Mother birds *teach* their young ones to fly.
4. Little birds *learn* from their mothers.
5. Miss Brown *teaches* the children to read.
6. The children *learn* their lessons.

II. Copy these sentences. Supply the blanks with the correct word, *teach* or *learn*; *teaches* or *learns*:

1. Mother can —— me to knit.
2. I —— to draw in school.
3. Who will —— me how to skate?
4. I want to —— to play games.
5. If you wish to ——, you must practice.
6. —— your dog to carry a basket.
7. He will —— very quickly.
8. Our dog —— tricks easily, if we —— him.
9. —— me to play the piano.
10. Nature —— us many lessons.

87. TELLING AMUSING STORIES

Every one enjoys a laugh. Amusing stories are happening all the time. Many of them are well worth repeating because they are such good fun. You can have an enjoyable English period by telling one another amusing stories and jokes. Of course, no one should tell a joke which would hurt another's feelings. Make your story short. As soon as your listeners get the point of the story, stop.

Here are two stories. Read them. They may help to recall one that you know.

> A kind old gentleman was talking to a small group of boys about the various uses to which skins of animals are put.
>
> "Have any of you ever seen an elephant's skin?" he inquired.

"Yes, I have seen one," eagerly exclaimed the smallest boy in the class.

"Where?" asked the old gentleman.

"On an elephant, sir," was the innocent reply.

One day when Mary returned from visiting Jane, a little sick friend, Mary's mother asked, "Was Jane sitting up?"

"No, mother, she was sitting down," Mary answered.

Making a Booklet of Amusing Stories

Bring to school an amusing story. It may be an anecdote or it may be a joke. Read or tell it to your classmates. Perhaps your teacher will let you choose the best and make a book of amusing stories. Remember that you add interest to your story by expressing the conversation in direct quotations.

88. FOR REVIEW

I. Explain the use of each capital letter and punctuation mark in these sentences.

1. A good boy will make a good man.
2. The early American flags were of various colors.
3. Did you ever read "Captains Courageous" by Rudyard Kipling?
4. The drifting log was man's first boat.
5. Have you read Washington's rules of conduct?
6. What a wonderful man he was!

7. Forest fires in Oregon are often caused by careless campers.

8. Do you know how many stars are in our flag?

9. Sing unto the Lord, O ye people!

10. It is interesting to note how Indian corn received its name. Columbus was very much interested in a peculiar kind of grain which the red men used for food. In the Old World the word corn has always meant wheat, rye, barley, or oats. The explorers thought this new grain should have a special name. That is why they called it Indian corn. Indian corn means the grain of the Indians.

II. Rewrite this paragraph, inserting the proper capital letters and punctuation marks:

the indians received their name from christopher columbus this discoverer landed on an island of north america columbus thought that he had reached the country named india that is why he called the natives indians

III. Copy the following sentences. Use in each blank the correct word, *a* or *an*.

1. Mary has —— apple, —— orange, —— apricot, and —— pear in her basket.
2. —— ostrich laid —— egg in the sand.
3. We went swimming for —— hour.
4. Can you describe —— animal called the llama?
5. Tom wears —— uniform when he marches.
6. —— eel is —— fish.
7. —— owl sees well at night.

CHAPTER VII

89. EXPLAINING HOW TO MAKE SOMETHING

One way to attract song birds is to provide them with comfortable shelters. Boys and girls of your age can easily do this.

Here are directions for making a house for bluebirds:

A Bird House

It is a very simple matter to provide a safe nesting place for bluebirds. For the bird house, get a hollow limb or a box of weather-beaten boards. You will need some nails and a sheet of tin. Make both ends of the hollow log rain-tight and cut a two-inch circular opening near the top. The cavity inside should be about three inches across and four or five inches deep. Nail or wire the box to a post set securely in the open, where no squirrel or cat can jump down upon it from above. Then stop everything from coming up the post by encircling it at the botton with a sheet of tin or an old pan.

JULIAN BURROUGHS

The writer names the materials which are needed to make this bird house, and he tells step by step how to put them together. This is an explanation.

You can teach one another how to make many use-

ful and interesting things by giving clear explanations.

Without the book explain how to make this house for bluebirds. Use blackboard drawings to illustrate your explanation.

For Practice

Explain one of the following. Tell what materials you need and how you put these materials together. Perhaps you can make drawings on the blackboard which will help to make your explanation clear.

How to make a kite
How to make a rag doll
How to make fudge
How to make lemonade
How to make a swing
How to make a toy airplane
How to fold an envelope
How to make a scrap-book
How to make a top
How to make a bird lunch-counter
How to make a bird bath
How to make a pin wheel
How to make a skooter
How to make a money bank
How to make a pen-wiper
How to make a paper flower

90. HOW TO BUILD SENTENCES

You have learned what a sentence is and you know how to use and to write the different kinds of sentences.

Read this group of words: *Little birds.*

These words name something, but they tell you nothing about the little birds. The words do not express a complete thought. They are not a sentence.

Here is another group of words:

Little birds learn to fly.

This group of words names something (*Little birds*) and tells something about what it names (*learn to fly*). The words, *learn to fly*, tell something about *Little birds*. The group of words, *Little birds learn to fly*, expresses a complete thought. It is a sentence.

Every sentence has two parts. The part about which something is told is called the subject. The part which tells something about the subject is called the predicate. In the sentence, *Little birds learn to fly*, the subject is *Little birds;* the predicate is *learn to fly*.

For Practice

I. In each of these sentences point out the two parts, the *subject* and the *predicate:*

1. The wind blew hard.
2. The little lambs played.
3. My kite flies high.
4. John wrote to me.
5. The frog hopped quickly.
6. Little Boy Blue fell fast asleep.
7. We built a shack in the woods.
8. I learned to skate.
9. The airplane flew overhead.
10. The postman rang twice.
11. Our canoe floated away.
12. Father taught me to sail a boat.
13. A strong wind helps the boat to sail.
14. The balloon carried the flag over the city.

II. Use each of the following expressions as the subject of a sentence. Which part will you add to express a complete thought?

1. The boys ——.
2. The squirrels ——.
3. My sister Mary ——.
4. Our football team ——.
5. A stray dog ——.
6. Bluebirds ——.
7. An angry elephant ——.
8. Summer ——.
9. The big tent ——.
10. Our wheat crop ——.

III. Use each of the following expressions as the predicate of a sentence. Which part will you supply to make a sentence?

1. —— ran.
2. —— saw the parade.
3. —— fly South in autumn.
4. —— called.
5. —— waved in the breeze.
6. —— sailed away.
7. —— teaches us a lesson.
8. —— is a clever animal.
9. —— jumped.
10. —— marched in the parade.

91. POSITION OF THE SUBJECT IN THE SENTENCE

In each sentence which you built the subject stood first and the predicate second. You must not think that the subject and the predicate always have these places in a sentence. Here are two sentences which have the same subject and the same predicate:

1. Our canoe floated away.
2. Away floated our canoe.

What is the subject of sentence 1? Read the predicate. Which stands first? In sentence 2, which stands first, the subject or the predicate?

When finding the subject and the predicate of a sentence, first read the sentence carefully and think what it means. Then you are ready to find its parts.

More Practice

Point out the subject and the predicate of each of these sentences. Remember that the subject names the person or thing which is talked about. The predicate tells something about the subject. The predicate usually follows the subject, but sometimes it stands before the subject.

1. The snow falls softly.
2. Softly falls the snow.
3. Away scampered the leaves over the meadow.
4. The story-teller told most interesting legends.
5. Quietly worked the queer little brownies.
6. The wind blew furiously around the old building.
7. To and fro swayed the great trees.
8. Out hopped two little rabbits.
9. The big rabbit hurried away from the dogs.
10. The pupils of grade five gave a patriotic program.

The *subject* of a sentence is the part about which something is told.

The *predicate* of a sentence is the part which tells something about the subject.

92. A POEM TO ENJOY

Birds are little musicians singing songs without words. In these stanzas the poet uses the words which he thinks their songs say. Read the poem aloud. Note how each song differs from the others.

The Angler's Reveille

This is the carol the Robin throws
Over the edge of the valley;
Listen how boldly it flows,
Sally on sally:
Tirra-lirra,
Early morn,
New born!
Day is near,
Clear, clear.
Down the river
All a-quiver,
Fish are breaking;
Time for waking.
Tup, tup, tup!
Do you hear?
All clear—
Wake up!

This is the ballad the Bluebird sings,
Unto his mate replying,
Shaking the tune from his wings
While he is flying:
Surely, surely, surely,
Life is dear
Even here.
Blue above,
You to love,
Purely, purely, purely.

This is the song of the Yellow-throat,
Fluttering gayly beside you;

Hear how each voluble note
Offers to guide you:
Which way, sir?
I say, sir,
Let me teach you,
I beseech you!
Are you wishing
Jolly fishing?
This way, sir!
I'll teach you.

This is the song the Brown Thrush flings
Out of his thicket of roses;
Hark how it bubbles and rings,
Mark how it closes:
Luck, luck,
What luck!
Good enough for me
I'm alive, you see!
Sun shining,
No repining;
Never borrow
Idle sorrow;
Drop it!
Cover it up!
Hold your cup!
Joy will fill it,
Don't spill it,
Steady, be ready.
Good luck!

HENRY VAN DYKE

I. The first four lines in each stanza tell which song bird the poet is talking about. Read what he asks you to observe in the robin's song. Read the lines of the robin's carol.

To whom does the bluebird sing his best song? What else is he doing while he sings? What pleasant service does the yellow-throat offer you? What promise does the thrush sing?

II. Five pupils may read the poem aloud. One may read the opening four lines of each stanza. The others, in turn, may read the bird's song which follows.

Learn by heart the bird song that you like best. This poem is a beautiful selection for a Bird Day program.

93. WORDS THAT ARE PRONOUNCED ALIKE

1. Tup, tup, tup!
   Do you *hear?*

2. Life is dear
   Even *here.*

After reading number 1 and number 2, explain the meaning of *hear* and *here.* These words are pronounced alikė, but they are spelled differently and they have different meanings. Words of this kind are called **homonyms.**

For Practice

I. In the following sentences the homonyms are printed in italics. Read each sentence and get its meaning. Then explain the meaning of each homonym in it.

1. Over *there* in the meadow the birds are singing *their* spring songs.
2. I have *no* book, and I do not *know* where to get one.
3. John sprained his *right* wrist. He cannot *write* to-day.
4. Mary *knew* the *new* lesson well.
5. Do you know the *tale* about the mouse's *tail?*
6. She has *won* only *one* game.
7. "Did you *see* the *sea* to-day?" asked Alice.
8. *Here* in the tower you can *hear* the chimes.
9. *It's* time for the squirrel to fill *its* pantries.
10. *You're* improving every day in *your* writing.

II. On the board write these sentences from dictation.

III. Copy the following sentences. Choose from the homonyms in each parenthesis the correct one for the sentence.

1. Can you (~~here~~, hear) the bells ringing?
2. (Their, ~~There~~) are my books.
3. Do you (~~no~~, know) the name of a state which has (no, ~~know~~) sea coast?
4. When you (~~right~~, write) a composition, (right, write) your name in the upper (right, ~~write~~) corner of the paper.
5. John (knew, ~~new~~) how to play a (~~knew~~, new) game.
6. I (see, ~~sea~~) a boat sailing on the (~~see~~, sea).
7. Which has (won, ~~one~~) the game?

94. FOR HOME AND SCHOOL

The world of nature is full of nature news if we only know how to read it. This means that we must see, hear, and understand the interesting things that are happening continually.

Wouldn't you like to have seen what took place in this story?

The Clever Ox

> In the fall we fed our cattle lots of pumpkins and had to split them open so that mouthfuls could be readily broken off. But Buck, one of our oxen, never wasted time in this mumbling, slavering way. He went to the pumpkin pile, picked out a good one, like a boy choosing an orange or an apple. Then he rolled it down onto the open ground, kneeled in front of it, placed his broad, flat brow on top of it, brought his weight hard down, and crushed it. After this performance he quietly arose and went on with his meal in comfort.
>
> JOHN MUIR

Be on the alert for some interesting nature news. You do not have to go far to find something worth observing. Perhaps it will be a bird or an insect which you may notice every day in your own yard or on your way to school. You will have an opportunity to report to your classmates what you have observed. You are not to read what you report, nor to tell something which you have heard. You are to report something which *you yourself* have seen.

95. STORY-TELLING

I. Have a short talk about this picture.

II. Imagine you are one of the dogs. Write about this day on the farm.

96. BETTER SPEECH

Pronounce these words slowly and carefully. Then play the pronunciation game explained on page 36.

history	faucet	introduce	poem
hoist	forehead	February	kettle
surprise	chestnut	usually	geography

97. A GAME OF RHYMES

One of you as leader may choose a word. Go before the class and in a sentence tell a word which rhymes with the one you are thinking about. By asking questions, your classmates will try to guess your word. In your answer do not use the trial word. If you do, you are out of the game and another pupil becomes leader. Also, if you say *ain't* in your answer, you lose your place as leader. This is how the questions and answers go:

Leader. I am thinking of a word that rhymes with *grow*. Guess my word, Helen.

Helen. Is it *toe?*

Leader. No, it isn't part of a foot. Guess my word, Jane.

Jane. Is it *snow?*

Leader. Yes, it is something that comes in winter.

Play this game, using words that rhyme with these words: *blows, cat, boat, band, door, tree, wing.*

98. FINISHING RHYMES

I. When you read this rhyme about a spring flower, you will see that one of the lines in it is incomplete. Use the name of a flower for the blank in the unfinished line. Then read the stanza aloud, using the rhyming word which you have chosen.

The spring has come;
With right good will
I bring to you
A ——.

Fill the blank in the second line of the following with a word that rhymes with *coat*. End the last line with a word that rhymes with *wing*.

A bit of sky to make a coat,
A rosy vest and rounded ——,
A silver tint on tail and wing,
A joyous song about ——.

Finish the second line of this stanza:

A merry little robin
Sat singing ——.
From early morn till dark he sang,
"The world was made for me."

Read the line which tells the robin's song. Think of another happy rhyming message which the bird might sing. Read the stanza again and use your own words for the robin's message.

II. One day a merry little sparrow picked up some crumbs from the porch. After a while the bird ventured near the kitchen door.

Imagine that you are standing at the kitchen door watching this plucky little fellow. Speak to him. Express your thoughts in rhymes. These unfinished lines may help you. Make any changes that you wish.

Little Sparrow

Merry ——,
At my —— door,
Picking ——
Here on my ——

Happy ——,
Always somewhere near,
—— sparrow
Your heart is ——

Here are other suggestions for rhymes. Finish them.

1. Saucy little robin in my cherry tree,
2. Pussy willow in the tree,
3. Noisy little chickadee,
4. Bold Jack Frost has come to town;
5. Hurrah for the merry winter days!

99. MAKING YOUR OWN RHYMES

Working together write a poem about the robin, the bluebird, the chickadee, or any other little feathered

creature that you like to watch. Of course, you will make copies of the best rhymes for your class book.

100. ANOTHER DRIVE FOR GOOD ENGLISH

Since your last Good English Drive you have been fighting many faults of speech. Your teacher knows which words are giving you the most trouble. With her help, plan another Good English Drive. Decide on the mistakes which you will fight. What suggestions for the drive can you make about the following: *wearing tags, making posters, keeping track of errors, keeping score?*

101. MORE HOMONYMS

Study how the homonyms *to, two,* and *too* are used in this story:

The First Flight

An old story tells about *two* Greek boys who made wings of wax. With them they tried *to* fly not only over the land but over the sea, *too.* One of them ventured *too* near the sun. His wings melted and he fell into the ocean.

Which homonyn means a *number?* Which one means *more than enough?* Which means *also?* Which helps to express action?

Dictation

Write from dictation the story "The First Flight."

102. FOR REVIEW

A Sentence Game

I. Divide the class into team **A** and team **B**. The teams take positions on opposite sides of the room. In the first round, pupils on team **A** give expressions to be used as subjects of sentences. Pupils on team **B** use these expressions as subjects and add suitable predicates. In the second round, pupils on team **B** give pupils on team **A** expressions to be used as subjects of sentences. Pupils on team **B** supply suitable predicates.

A pupil who fails takes his seat and the next one in his team tries. Keep score of how many pupils on a side make no mistakes.

II. In each sentence decide which word in parenthesis is the correct one to use. Read your sentence aloud.

1. I shall (learn, teach) Rover not to bark at you.
2. Mother says that I (may, can) go to your home this afternoon.
3. (Was, Were) you in the children's parade?
4. (May, Can) I raise the flag this morning?
5. He (learns, teaches) elephants to dance in the circus.
6. Can he (learn, teach) an elephant easily?
7. (Was, Were) you at school yesterday?
8. Grandmother, I wish to (learn, teach) how to make a cake. Will you (learn, teach) me?
9. I shall be glad to (learn, teach) you.

10. The dogs in the pasture (is, are) collies.
11. (There is, There are) no birds in the nest.
12. Have you ever (saw, seen) an ostrich?
13. Has Ned (broke, broken) the ice?
14. The sparrow has (flew, flown) to the topmost bough.
15. (There was, There were) many people watching the parade.
16. Alice (don't, doesn't) like to skate on ice.
17. Jack and Robert (don't, doesn't) like to skate on rollers.
18. Jean has (went, gone) to the village.
19. You (did, done) this exercise well.
20. I have (wrote, written) two letters to-day.
21. (Aren't there, Isn't there) a dictionary in this room?
22. I have (began, begun) to take music lessons.
23. Will you (let, leave) me help you?
24. The postman (come, came) early to-day.
25. He had (come, came) with our Christmas packages before I was awake.
26. The bee (learns, teaches) us a lesson of industry.

III. You have spent a few days visiting a friend at a distance. On reaching home, of course, you will send a letter of thanks for your friend's kindness. Write a *thank-you* letter expressing your appreciation. Add any news which you think would interest your friend.

CHAPTER VIII

103. STUDY OF A PICTURE

These boys are hiking. What does that mean? What preparations did they make for their outing? Tell three things which you think they had for dinner. Did they cook anything? What else did they do for fun? What time of the year is it?

Tell about a good time out of doors which you have had. Perhaps something surprising happened while you were on your outing; or, perhaps you planned a surprise for some one. Your classmates will enjoy hearing about anything which has interested you.

In telling your story follow this outline:

First paragraph: Plan of the good time
Second paragraph: A surprising event

In the first part of your story tell *when* and *where* you went; *who* went with you; and *how* you reached the place.

In the second part tell the interesting or surprising thing which happened. Perhaps it happened on the way there, or during your lunch, or on the way home.

104. STORY WRITING

Here are some hints for compositions about good times. They may suggest a story that you had forgotten.

1. My first fish
2. The fish I didn't catch
3. A ride in a hay wagon
4. Caught in the rain
5. A pony ride
6. Fun in our camp
7. Selling lemonade
8. Feeding the circus elephant

Would these beginning sentences make you wish to hear the rest of the story?

1. We planned a surprise for mother one morning.
2. You should have seen Jack on the hay wagon.
3. I always laugh when I think of our lemonade stand.
4. One morning we couldn't imagine what had become of our chickens.
5. The circus elephant certainly surprised Dick.
6. My dog does not believe in safety first.

Use a good beginning sentence for your story.

BOY SCOUTS GIVING FIRST AID TO A DOG

105. FOR HOME AND SCHOOL

First Aid

I. To-day every boy and girl knows something about First Aid. This knowledge is especially useful in cases of slight accidents which may happen at any time. Perhaps a companion has cut his finger, or sprained his ankle, or bruised himself. You should know what is the best thing to do for him.

Each of you may come to class prepared to explain how you would give First Aid for one of the following: a *bruise*, a *burn*, a *cut*, *nose bleed*, *ivy poisoning*, a *sprain*.

In case you need help, ask those who know. When you explain, you give information. If you enable your listeners to understand clearly, they will be able to make themselves useful when some one needs help.

II. Have a class talk about the picture on page 133. Then write a story about these boy scouts and their dog. Give your story a good title.

106. FOLLOWING DIRECTIONS

I. There are times when you will find it convenient to make your own drinking cup. The drawings on the opposite page give full directions how to fold a square sheet of stiff paper into a drinking cup.

Study the directions and the pictures. Then *from memory* make a cup at home. If you forget a step in the making, do not ask for help. Wait until you return to school. Then consult your book and try again at home. Do this until you can make a cup.

Bring your drinking cups to school

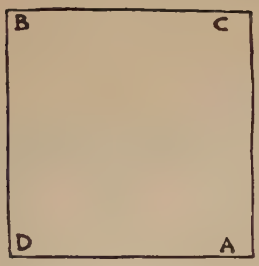
II. What else can you make by folding paper? Fold something and bring it to school. Explain to your classmates how you made it.

107. WORDS TO PRONOUNCE

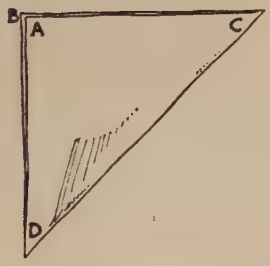
I. Your teacher will pronounce these words for you. After her, repeat them slowly and carefully. Then say each word rapidly five times. Use each in a sentence.

film	Italian	mischievous
library	picture	American
Pilgrims	pitcher	elm
fifth	scared	chimney

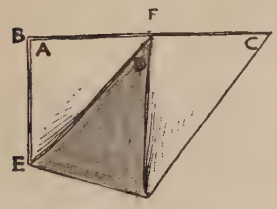
II. Using these words, play the pronunciation game which is explained on page 36.



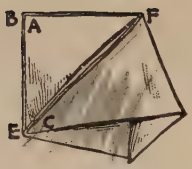
1. A six-inch square piece of paper.



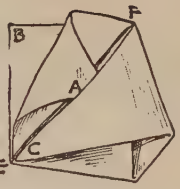
2. Fold A on to B along the line D——C.



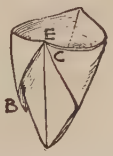
3. Fold D to the point F on the line A——C.



4. Fold C to the point E over D.



5. Insert A in double fold of C.



6. Fold B back, open along E——F, and there's your sanitary drinking cup.

108. FOR HOME AND SCHOOL

You are going to do some team work in finding out about wool, silk, and cotton from the time that they are raw materials until they become your clothes. Your teacher will divide the class into three groups. One group will find out and report on silk; another, on cotton; and a third, on wool.

It will take time to prepare for these reports. You may get help by talking with your parents or with merchants about your subject. In your geographies and in books telling how we are clothed you will find much help. Your teacher will tell you when to report.

It would be fun to relate as nursery tales the facts which you have gathered about wool, silk, and cotton. Try it. Here are the beginning sentences for the story of wool:

> This is the coat that Jack wears.
> This is the cloth that made the coat that Jack wears.
> This is the loom that wove —— ——.
> This is the yarn that fed the loom —— ——.

Add in the proper order the story of the loom, the yarn, the wool, and the sheep.

Are there any very little children in your home? They would enjoy hearing these merry-go-round tales. Here are the beginning lines for the story about silk:

> This is the dress that Mary wears.
> This is the silk that made the dress that Mary wears.

109. STORY-TELLING

If the following objects could talk they would have interesting stories to tell about themselves.

a penny	an umbrella
a rag doll	a lead pencil
a lump of coal	a pair of rubber boots
a Christmas tree	a snowflake

Imagine that you are one of these. Write a story about your life for one day. Or, write a story telling how you came to be.

110. WORDS TO MASTER

Master these spelling demons. Use them in written sentences.

loose	known	answer
lose	could	ready
Wednesday	seems	forty
country	Tuesday	always
February	all right	trouble

111. MAKING RIDDLES

Each of you may choose to be one of the months. Write a riddle about yourself. Do not use your name in your riddle, but give hints about the special gifts you bring to boys and girls. You must not tell too much about yourself, because there is no fun in guessing riddles that are too easy.

Here is a riddle to begin with:

> I am thirty days long. Some people say I laugh and cry every day. But I make the grass grow and the flowers bloom. On my first day, boys and girls play jokes on one another. What month am I?

Before you make your riddle, a member of the class should write on the blackboard the names of the months.

112. MAKING A PLAY

Read this suggestion for a play.

The Festival of the Months

> Once upon a time the Queen of the Year held a festival for her servants, the twelve months. Seated on her throne, she graciously welcomed them and in turn asked each to tell her what gifts he had for the children. Each answered the Queen, first by describing the kind of weather which he had brought for the children; then by telling about other gifts which he had for them; such as, fruits, flowers, holidays, and opportunities for fun and sport. After their speeches, the months circled around their Queen with dance and song.

Working together, arrange a spring play from the story, "The Festival of the Months." Remember that the Queen welcomes her months in a gracious speech. Then, in turn, she addresses each by name and asks, "What gifts have you for the children?" In answer to her question, each month names what

gifts he brings. The Queen thanks each month. When all have reported, she bids them do their best for the children's happiness. Before the months leave, they show, with dance and song, their admiration for her.

Talk your plan over in class and try out the dialogues.

113. WRITING THE PLAY

Write your play. Make this an exercise in team work. Your teacher will divide the class into groups and assign work to each group. One group will write the Queen's opening speech; another, her closing speech. Other groups will be different months. They will write an answer to the Queen's question: *What gifts have you for the children?* It would be interesting to close the speech of each month by adding a few lines of poetry which describe its beauty. Can you write the lines? Make use of spring songs. Choose one for the closing song and dance around the Queen.

When you have finished writing the parts, read them aloud for class criticism. Then arrange the play according to this plan:

Time: Spring
Place: Queen of the Year's Throne Room
Characters: Queen of the Year
The Twelve Months

Queen of the Year. (Addressing her months.)

. . . . . .

A copy of your play would be an interesting addition to your class book.

114. EXPRESSIONS WHICH MAKE PICTURES

You can make some of your sentences more interesting by adding expressions which make pictures; as,

1. The children marched.
2. The children, *waving their flags,* marched.

Which sentence gives the better picture of the children? Which words help to do this?

Below are expressions which you are to use in the blanks of the sentences which follow. First, read a sentence. Then select from these expressions one which adds to the picture and, therefore, makes the sentence more interesting. Write your sentences.

dancing in a ring	puffing and puffing
shaking his tail	shivering with cold
carrying fishing rods	rumbling over the bridge
overlooking the sea	galloping up the road
waddling in single file	bordering the mountains

1. Those ducks —— are hunting a pond.
2. Two boys —— went down the lane.
3. I live in a village ——.
4. The boys saw an elephant ——.
5. That horse —— has been grazing in a field.
6. The engine —— has just started on its trip.
7. Soon we heard a heavy wagon ——.
8. Up the tree ran the little squirrel ——.

Read aloud the enlarged sentences. Your classmates will decide whether you have chosen words that add interest to your sentences.

115. WRITING FABLES

You know the old fable about the fox and the grapes. Wasn't that a foolish excuse which the fox gave when he found that the grapes were beyond his reach? You can make fables that teach how ridiculous it is to offer foolish excuses. Below is a fable written by a pupil about your age. You see that she used the fable "The Fox and the Grapes" as a suggestion.

The Cat and the Mouse

One day a cat was lying by the fireplace warming his fur. He saw a little mouse. The cat jumped up and started to chase the mouse. But the cunning little mouse jumped into a hole.

"I don't care. That mouse wasn't fat enough for me," said the cat.

Write a fable in which a ridiculous excuse is given for failure to do or to get something. Express the excuse in a direct quotation.

You may use one of these suggestions, if you wish:

1. A cat tries but fails to catch a bird.
2. A donkey tries but fails to run faster than a horse.
3. A robin tries but fails to get a worm.
4. A bear tries to get some wild honey from a tree but he fails to do so.

Read your fables aloud for class criticism. Perhaps your teacher will choose several of the best fables and ask the writers to put them on the blackboard.

116. REVIEW OF ORAL COMPOSITION

I. In a short talk before your class tell which of your home and school lessons you enjoyed most. Be sure to point out reasons for your choice.

II. During your vacation how will you continue your practice in correcting errors of speech?

III. If you know a good story to tell, what guides will help you?

IV. What would be the best thing to do with your class book?

V. How have you learned to help yourself:

1. When you meet a new word?
2. When you are in doubt about capitalization, punctuation, and spelling?
3. When you wish to write a friendly or a business letter?
4. When you are asked to observe something and to report on what you have found out?

117. MORE WORDS TO MASTER

business	color	wrote
separate	built	truly
mystery	though	sugar

Perhaps your teacher will let you have a spelling match and see how many of the trouble makers in spelling you have mastered this year.

118. PLANNING ANOTHER PROGRAM

You have had practice in planning a program for entertaining your friends of another grade. At the close of this term, wouldn't it be a good plan to give an entertainment for your parents and older friends? In it you might give your play "The Festival of the Months," read or recite some of the stories and rhymes which you have written, and sing some of your best songs.

This program should be planned as carefully as your patriotic program was. The new one will, of course, show improvement. Turn to page 86 and review former plans. Think of new features to add.

In addition to the program of entertainment, have an exhibit showing what you have done in all lines of school work this year. Your class book will show best what you have done in English and how much improvement you have made during the year.

Perhaps your teacher will appoint an information committee of several pupils. They will make short talks, explaining to visitors the work shown in the exhibit. Of course, they must think what they are going to say and practice giving their brief talks long before the day of the program. These should be the best oral talks that you have made this year. For practice, the talks should be given before the class.

Write an account of the entertainment for the class book. This may be a competition, or it may be prepared by the class working together, as your teacher chooses.

119. SELECTIONS FOR MEMORIZING

1. I go to school to learn to be a good citizen. All the people who belong to a country, either by birth or by choice, are citizens of that country. I am an American citizen. It is an important thing to be an American citizen, because the American citizens govern the United States of America.

2. The United States of America was the first republic, and it is the greatest republic in the world. When I grow up I shall help govern the greatest republic in the world. I must study well now, so that I may be one of the best citizens in the world.

SARA CONE BRYANT

120. A TALK ABOUT GOOD CITIZENSHIP

The first selection says that you go to school to learn to be a good citizen of your country. In your class talks this year you have learned a good deal about what you can do in order to become the right kind of American citizen. A good citizen of the United States of America respects his flag and all that his flag stands for. A good citizen repays his country for the many gifts and privileges which she offers him; such as, the public schools, libraries, playgrounds, museums, parks, and school gardens.

Have a talk about how you, as little citizens, can help to repay your country for your advantages. If you wish, you may use one of the following for your first sentence:

A little citizen should be courteous.
A little citizen should obey public officers.
A little citizen should be thrifty (at home, in school).
A little citizen should practice safety first.
A little citizen should know First Aid.
A little citizen should show respect for our flag.

121. PROBLEMS FOR REVIEW

I. Are you remembering to use correct word forms? Try this test.

Began — Begun

1. I ____ my exercises to-day.
2. Ned has ____ to work hard at his lessons.
3. Who ____ the quarrel between the two foxes?
4. Have you ____ to make a garden yet?
5. The girls ____ to sing their camp fire songs.
6. Bees have ____ to visit our flowers.
7. Have the children ____ to save their pennies?

Wrote — Written

1. Who ____ this letter?
2. He has ____ it well.
3. Have you ever ____ a poem?
4. I have ____ a valentine rhyme.
5. I ____ one to mother yesterday.
6. James has ____ on the typewriter.
7. Have you ever ____ on a typewriter?

Did — Done

1. Mary has —— her examples correctly.
2. I —— my lessons when I came home.
3. What have you —— with my umbrella?
4. You have —— your best to-day.
5. Who —— this work? I —— it.

Doesn't — Don't

1. —— the snow fall softly?
2. Helen —— like winter.
3. They —— know how to skate.
4. —— the bear sleep all winter?
5. Yes, he —— come out until spring comes.

Broke — Broken

1. Have you —— your pencil?
2. Yes, I have —— it twice this morning.
3. Some one has —— my umbrella.
4. The boys have —— the ice.
5. They had —— it before the children came to skate there.

II. Write the following sentences correctly. When you have finished, be ready to explain your choice of word.

1. Have a place for everything and have everything in (its, ~~it's~~) place.
2. A bird's engine is really (its, ~~it's~~) wings and the muscles which move them.
3. (~~Its~~, It's) one of the most perfect engines in the world.

4. Do you take care of (your, you're) pennies?
5. (Your, You're) a thrifty child, Mary.

III. Copy the following story, supplying in each blank the correct word, *to*, *too*, or *two*.

The Two Mice

These —— mice quarreled over a bit of cheese. They were —— foolish —— settle the quarrel themselves, so they asked a monkey —— help them. He broke the cheese into —— unequal pieces. Then he nibbled a bit from the larger piece. But he took —— much. Again the pieces were unequal. He continued —— nibble from each piece until none was left. That is how the monkey settled the quarrel and ate the cheese, ——.

IV. Henry Hudson's Voyage

In 1620 Henry Hudson and his crew from Holland sailed up the great river which now bears his name. He and his men made the voyage in a vessel called the "Half Moon." How surprised they were to see Indians in canoes coming toward the boat! Henry Hudson was afraid to let them come on board. But a little later the Dutchmen traded wares with the red men. The Indians brought grapes, pumpkins, and furs to the "Half Moon." These were paid for with beads, knives, and hatchets. Wasn't that a strange kind of money?

Point out an example of a declarative, of an interrogative, and of an exclamatory sentence. Explain the use of capital letters and punctuation marks which are used. Find two uses of the apostrophe. Explain each.

Write this selection from dictation. Do not begin to write a sentence until you have heard every word of it. When you have finished, check your work.

V. Use in written sentences the possessive form of each of the following:

Jack	child	girl	kitten
scout	teacher	pupils	fox
babies	men	neighbors	Indian
chum	rabbit	friend	author

VI. From one of the following suggestions write an interesting letter:

My plans for the summer
A game I enjoy
My new pet
A visit to an airplane field
A lesson in swimming
My school garden
Fun after the rain

Mr. Arthur Jones, of Dayton, Kentucky, has a summer camp for boys. Write a business letter asking him for a catalogue.

PART TWO

R.M. BRINKERHOFF

PART TWO

CHAPTER I

1. EXCHANGING OPINIONS

In your English lessons this year you will have pleasant and profitable times exchanging opinions. When there is a difference of opinion about something it is interesting to compare ideas, because there is usually something worth while to be heard on both sides.

Many times every day we exchange opinions. We do not all enjoy the same sports nor the same work. Ned is a football fan; Dick would rather see a baseball game than eat. Mary enjoys reading fairy tales; Doris thinks that fairy tales are childish; she prefers stories of real life. About food there are wide differences of opinion. You have heard a boy describing his favorite dessert; perhaps it is apple dumpling with caramel sauce. It would be hard to make him change his mind, no matter how strongly his chum argues in favor of ice cream.

On his way to school the other day Robert, who had been spending the summer in the country, said to his companion, "The country is the best place in the world for a good time!"

It happened that Joe didn't agree with Robert. Joe had been to Chicago and preferred the city. The

result was a friendly exchange of ideas about this subject.

Read this account in which a well-known author gives her opinion about city and country sports.

When I Was a Little Girl

As we lived in the country we had none of the things to amuse us that city children have. We couldn't walk in crowded streets and see people, and look in at beautiful showy windows, or hear the street-organ play and see the monkeys do tricks. We couldn't go to dancing school, nor to children's parties, nor to the circus to see the animals.

But we had lovely plays, after all. In the spring we hunted for May-flowers, and sailed boats in the brooks, and gathered fluffy pussy-willows. We watched the yellow dandelions come, one by one, in the short green grass. We stood under the maple trees and watched the sap trickle from their trunks into the great wooden buckets; for that maple sap was to be boiled into maple sugar and syrup, and we liked to think about it. In the summer we went strawberrying and blueberrying. We played "Hide and Coop" behind the tall yellow hay-cocks, and rode on the top of the full hay-carts. In the fall we went nutting, and pressed red and yellow leaves between the pages of our great Webster's Dictionary. We gathered apples, and watched the men at work at the cider-presses, and the farmers as they threshed their wheat and

husked their corn. In the winter we made snow-men, and slid down hill from morning till night when there was any snow to slide upon. We went sleighing behind our dear old horse, Jack, and roasted apples in the ashes of the great open fire.

KATE DOUGLAS WIGGIN

Have a friendly talk about the pleasures of country and of city life. To-day is a good time to exchange ideas. Express your candid opinion. You will feel enthusiastic about favorite pleasures, but be courteous and open-minded. Listen attentively to the opinions of those who do not agree with you. There is no value in merely expressing your opinion. Be able to state a reason for it. You should also look forward with interest to hearing what one who differs from you has to say.

Take a few minutes to think about the best reason for your opinion on this subject. Each of you may state one point in favor of your opinion. In case some one else gives what you had planned to say, begin your talk in this way: "—— has stated my strongest reason, but I wish to add another point." Then give your next best reason.

Go before your class and express your ideas clearly and distinctly. Stand firmly on both feet, face your listeners, and try to hold their attention.

It would be a good plan to write on the blackboard lists of the reasons given on both sides of the question which you are discussing.

2. TESTING YOURSELF

Your English lessons are planned to help you correct faults of speech. Last year you had drills in using correctly expressions that are often troublesome. Before studying new exercises, review these Better Speech drills.

Choose from each parenthesis in these sentences the correct word to use. Read the sentences aloud.

1. The train had (went, gone) before I (went, gone) to the station.
2. During the summer we (saw, seen) a woodchuck. Have you ever (saw, seen) one? We had never (saw, seen) one before.
3. Many cows (is, are) in the fields, but only one sheep (is, are) there.
4. We (did, done) the work in an hour; but Jack had (did, done) his before we finished.
5. I (wrote, written) two letters to-day. How many have you (wrote, written)? Mary and Jane had (wrote, written) theirs before we came.
6. The birds (went, gone) South before the summer had (went, gone).
7. Last summer Fred (went, gone) to Camp Richards. This summer he has (went, gone) to Camp Morrow. He had (went, gone) to Camp Richards for three summers in succession.
8. This spring we (saw, seen) a beaver's lodge. Jack had (saw, seen) one the summer before.
9. The boy (did, done) what was right.

10. Christopher Columbus (was, were) born in Genoa, Italy. He (was, were) a brave sailor. There (was, were) three ships in his fleet which crossed the sea. Indians (was, were) on the shore where he and his crew landed. The natives (was, were) surprised to see men with white faces, but soon the visitors and the red men became friends.

3. THE SENTENCE

Here is a story for you to read:

Determined to Win

The circus reached a small town on the Ohio River early in the morning. Many boys attended the afternoon performance, because the clown had offered a prize to any boy who could ride a mule three times around the ring. Several boys tried without success. Every time a lad mounted him, the mule made his rider slip off. But one boy tried and succeeded. He wouldn't give up! He stuck to that mule and rode three times around the ring. Would you like to know this boy's name? It was Ulysses S. Grant, who became one of our presidents.

Read a sentence which is a statement. What other name have you learned for this kind of sentence? Which sentence asks a question? What is this kind of sentence called? What do we call a declarative or an interrogative sentence that is expressed with strong feeling? Find an exclamatory sentence.

With what kind of letter does every sentence begin? What punctuation mark follows a declarative sentence? an interrogative sentence? an exclamatory sentence?

For Practice

On the blackboard write the following:

1. Three declarative sentences used by the clown in telling about the prize
2. Three questions used by the clown when he tries to induce boys to ride
3. An exclamatory sentence used by one of the boys when something surprised him

4. DICTATION

You are going to write from dictation the story about Grant. Which words in the title are capitalized? Find the name of a river. How is it written? Find a contraction. Where is the apostrophe in it placed? Why is an apostrophe used in the word *boy's?*

Notice particularly the spelling of these words: *several, many, every, succeeded, performances, president, determined.*

Your teacher will read each sentence but once. Listen until the entire sentence is read. Then write it.

After you have finished, exchange papers, open your book, and compare the written copy with the printed one. If you find a mistake do not correct it, but put a little cross (x) under the mistake. When you have

received your own paper, look once more at the copy in the book and correct any mistake which you have made. How many of you wrote a perfect lesson?

5. A DICTIONARY SPEED TEST

You know what valuable help the dictionary gives in learning the spelling, pronunciation, and meaning of words. As a test in speed, try this exercise. Your teacher will ask you to find a word beginning with two letters which she will name. For example, she may say, "Find a word beginning with the letters *ch*." She will time you from the moment you open the dictionary until you find a word beginning with these letters. Keep the record. Later, try this test again and see if you have made a gain in speed.

In another exercise your teacher will time you in finding words beginning with three letters which she will name.

6. A STORY TO ENJOY

You will enjoy this bear story.

A Sly Joke

One autumn an Indian was frightened by a bear. The old man was busy gathering and eating berries when he almost stumbled over a huge grizzly and her half-grown cub. They had eaten their

fill and had fallen asleep in the path on the wooded hillside. The old Indian had only time to turn on his heel and throw himself headlong into a large hollow log, which lay near. To his great joy the log

was open at the other end. So he cork-screwed his way along toward the farther end. There he was just about to come out, when he saw the old bear sitting at that end waiting for him. After he had his breath again, he worked himself back to the place where he had gone in. There sat the bear half-smiling and waiting to receive him warmly. The old Indian said that this was done time after time. At last he had no strength left to move again! He turned on his face to die!

In a few moments this is what the bear did. She put her head in and touched the Indian's head gently with her nose. Then she drew back, took her cub with her, and walked away. The bear could have gone into the hollow log, and have killed the Indian at any time. When you know this, you will see that she must have been in play. Do you not think that she must also have had some feeling of fun in that "cat and mouse" game with the Indian?

JOAQUIN MILLER

In the face of danger what did this Indian do to help himself? How did the bear outwit him? When did he learn that the bear was in fun?

What game was she playing? In what way was this fun like a "cat and mouse" game? How do we know that she enjoyed it? What was the cub doing while her mother was playing? At what point in the story did you discover that the bear was playing a joke? Do you think this bear had a sense of humor? Tell why.

7. HOW PARAGRAPHS HELP

Into how many groups of sentences is the selection, "A Sly Joke," divided? Which group tells what frightened the Indian? Which tells what the bear did when the Indian gave up?

You see that each group of sentences tells about a leading thought. What do we call such a group of sentences?

Which line in each paragraph is set in from the margin; that is, indented? This catches the reader's eye and shows him where a new paragraph begins.

In all of your books you find the sentences arranged in paragraphs. These divisions help you to get the thought. It is just as important to arrange your sentences in paragraphs when speaking.

You have seen that each paragraph tells about a leading thought. If the selection has several paragraphs, the leading thoughts of the paragraphs make an outline. An outline keeps the main ideas before you and helps you to keep to the point of the story.

A paragraph is a group of sentences telling about a leading thought.

For Practice in Story-Telling

Tell the story, "A Sly Joke," as the bear might have told it after supper to her mate. Remember that Old Grizzly enjoyed the joke. Use this outline:

First paragraph: What disturbed my cub and me
Second paragraph: The fun I had

8. USING UNNECESSARY WORDS

Careful speakers do not string their sentences together by repeating such words as *and, so,* and *and then.* You have been reminded frequently of the *and* habit. Are you trying to use *and* only when the sense of your sentence demands it? Keep a watch also on the use of too many *sos* and *and thens.* These words are useful in their proper places, but they should not be overworked.

Read these two selections about a clever cat:

1. A cat woke up from his nap one day *and* he couldn't see his mistress *and* he ran to the bandbox where she kept her hat *and* brushed off the lid with his paw *and* he looked into the box *and* there was the hat in its usual place. *And then* he knew that his mistress was somewhere in the house. *And then* he was satisfied *and* lay down quietly *and then* he went to sleep again.

2. *When* a clever cat woke up from his nap one day, he couldn't see his mistress. *As soon as* he found that she was missing, he ran to the bandbox where she always kept her hat. He brushed off the lid with his paw and looked into the box. There was the hat in its usual place. *Since* it was still in the box, he knew that his mistress was somewhere in the house. *After* satisfying himself on this matter, he lay down quietly and went to sleep again.

Which of these two do you find the more pleasing?

Beginning sentences with such expressions as *when, as soon as, after, since, while, because, although,* helps to get rid of too many *ands, sos,* and *and thens.*

Improving a Paragraph

1. Robert and I went camping and we pitched our tent under a big tree not far away from a farmhouse. 2. And then during the first night a storm came and blew down our tent. 3. We laughed at what happened and we were really frightened. 4. Our dog howled as if he were hurt, but he was not injured in any way. 5. And then the neighboring farmer came to invite us to spend the rest of the night at his home. 6. And we had no other shelter and we gladly accepted his kind invitation.

What is wrong about this composition? Working together, improve it, following these suggestions. In sentence 1, use *when* as your beginning word and leave out the second *and.* Do you like the change? Is *and then* needed at the beginning of sentence 2? Begin sentence 3 with *although* and omit *and.* Does this change improve the sentence? Try using *soon* as the first word in sentence 5. This change gets rid of *and then.* Use *since* for the beginning word of sentence 6. What other change does this make in the sentence?

Remember that *and, so,* and *then* are useful expressions. You cannot get along without them, but you should not use them too often.

9. HELPING ONE ANOTHER

One advantage of working together in school is that you can help one another to improve. When some one has finished a recitation, the other members of the class should offer helpful criticism. This means, first praising what is good, then pointing out what might be improved and suggesting changes. Always speak of a good point first. For example, if a classmate has just finished telling a story, it does not mean much to say, "I like your story, Harry." But it does mean something to say, "Harry, you began your story in an interesting way. I wanted to hear the rest of it." After this, tell what you think might be improved; as, "I think you used too many *ands*, Harry."

After you have helped with the story itself, talk about the story-teller's way of speaking, his pronunciation, and his position. These questions may guide you in helping one another:

1. Did the speaker choose something interesting to tell?
2. Did he begin in an interesting way?
3. Did he tell in the proper order what happened?
4. Did he stick to his point in each paragraph?
5. Did he speak clearly and distinctly?
6. Did he stand erect and look at his listeners?

For your next lesson, be prepared to tell about something an animal did in which he showed intelligence. Think out your story and practice telling it before you

come to class. Perhaps some one at home will listen while you tell it. Do not string your sentences together with too many *ands*, *and thens*, or *and sos*. Try to interest your listeners from beginning to end.

Use one of these suggestions if you wish:

1. Some jolly fun with my dog
2. The comical circus elephant
3. A mischievous kitten
4. A vicious goat
5. A squirrel's merry time
6. Grandfather's clever cow

10. PARAGRAPH WRITING

Class exercises mean team work; that is, in lessons of this kind you work together to express a composition. Your teacher or one of your classmates writes on the blackboard the sentences which you dictate. Of course, all the sentences offered cannot be used. Sometimes several of you are ready at the same time with a sentence. Each expresses his, and the class, with the teacher's help, decides which is the best sentence to use. You see that team work calls for the best thought and expression of all of you.

I. You have told the story, "A Sly Joke," as the bear might have related it. Safe in his wigwam, the Indian enjoyed telling about his adventure with the bear. Imagine that you are the Indian. Write your story following this outline:

First paragraph: The fright I had
Second paragraph: The bear's fun

Make the first paragraph a class exercise. If you can improve a sentence which is offered, do not hesitate to do so. When the paragraph is finished, read it over and decide whether all the sentences are correct. Perhaps your teacher will ask each pupil, whose sentence is chosen, to write it on the blackboard.

II. At your seat write a second paragraph for this story; that is, write a paragraph about the bear's fun at your expense.

Correcting Your Own Work

Now that you are in this grade you are able to correct your own work before you read it aloud for class criticism, or before you hand it to your teacher. Test your written work by asking yourself these questions:

1. Did I keep to the point of my paragraph?
2. Did I indent the first line of writing?
3. Did I begin all other lines at the margin?
4. Did I begin and end my sentences correctly?

Read your paragraphs aloud. Choose the best. Then read, first, the paragraph which is written on the blackboard; secondly, the one which you have just chosen. You will hear the whole story.

11. BETTER SPEECH

Read these sentences:

Right: You *ought* to get your lesson.
Wrong: You *had ought* to get your lesson.

What word is in the second sentence which is not in the first? Does this word add anything to the meaning of the sentence? In this sentence *had* is an unnecessary word. It should never be used with *ought*.

For Practice

I. Express sentences in which you tell one another something that young citizens *ought* to do to help

1. The traffic officer.
2. The Street Cleaning Department.
3. The postman.

II. Tell one another something which young citizens *ought not* to do in order to help these people. In your sentences use the expression *ought not*. Never use the expression *hadn't ought*.

12. STUDY OF A POEM

Chanticleer

Of all the birds from East to West
That tuneful are and dear,
I love that farmyard bird the best;
They call him Chanticleer.

Gold plume and copper plume,
Comb of scarlet gay;
'Tis he that scatters night and gloom,
And whistles back the day!

He is the sun's brave herald
That, ringing his blithe horn,

Calls round a world dew-pearled
The heavenly airs of morn.

O clear gold, shrill and bold!
He calls through creeping mist
The mountains from the night and cold
To rose and amethyst.

Gold plume and silver plume,
Comb of coral gay;
'Tis he packs off the night and gloom,
And summons home the day.

Red cock or black cock,
Gold cock or white,
The flower of all the feathered flock,
He whistles back the light!

KATHERINE TYNAN-HINKSON

I. Why does the poet call Chanticleer the sun's brave herald? Does Chanticleer waken you in the morning? What other sounds and activities tell you that day has dawned? Read once more the picture of the sunrise given in the third and the fourth stanzas. Point out picture words that are used.

II. Into how many groups of lines is the poem, "Chanticleer," divided? What is each group of lines in a poem called? With what kind of letter does the first word in each line of this poem begin?

III. Copy the stanza that you like best.

The first word in each line of poetry should begin with a capital letter.

13. PARAGRAPH WRITING

Write a short paragraph telling in what ways Chanticleer is the sun's herald. Remember that he carries the sun's message to other things besides those mentioned in the poem. This sentence expresses the leading thought of your paragraph:

Chanticleer is the sun's brave herald.

14. THE CLASS BOOK

You will wish to keep a class book this year. On page 21 of this book, review the plan which you followed last year for making and keeping this kind of record. Your teacher will help you to decide on its size, shape, cover, and title. Also, she will help you to decide on the arrangement of the material and how the compositions for your class book shall be chosen.

These titles for a class book may interest you: "Our Goal Book," "Our Year Book," "The Sixth Grade Class Book," "Our Best Work."

Working together, write an introduction for your book. In it tell briefly its purpose and plan; also, state how the compositions in it have been chosen. When this is in good form, make copies of it.

15. FOR REVIEW

I. Explain the use of each capital letter and punctuation mark in these sentences:

1. Carrier pigeons during the World War wore

bands around their legs. The letters on the bands were U. S. A. Weren't these birds valuable helpers?

2. Mr. and Mrs. Bushytail were happy squirrels that lived in Nutcracker Lodge.
3. Old Glory went to the top of a pine staff over a log schoolhouse in the heart of Massachusetts in May, 1872.
4. It is generally believed that this homemade flag was the first Stars and Stripes to float over a schoolhouse in the United States.
5. To God and my country
   My head and heart I give!

For the use of capital letters and punctuation marks, refer to your summary at the end of this book. The rules there will help you to check your work.

II. Write from dictation the sentences in exercise I.

III. Point out each contraction in these sentences. For what words does it stand?

1. Isn't this story about pirates?
2. These books aren't for little children.
3. Weren't the stars brilliant last night?
4. Wasn't Venus a bright spot in the sky?
5. Hasn't Mildred learned how to cook?
6. She and Alice haven't tried to bake a cake.
7. I don't drink coffee.
8. Doesn't Harry like milk?

IV. Use these contractions in written sentences.

CHAPTER II

16. TALKS WITH YOUNG CITIZENS

Fire Prevention

Boys and girls can be of great help in lessening loss by fire. People who have studied the question carefully tell us that the damage by fires in the United States amounts to almost one million dollars a day. This loss is caused largely by ignorance and carelessness. In helping to fight fire, boys and girls become useful citizens.

This year you are going to continue your "For Home and School" exercises. In each of them you will find out about an assigned subject; and, when your teacher names the time, you will make a report on what you have investigated.

How to Report

In connection with these finding-out lessons, you are going to learn how to make short reports. Sometimes these reports will be one-minute talks. Your history and geography recitations are often reports of this length. What you learn in your English lessons will help you in every recitation that you make.

Your first step is to find out about the subject that you are to report on. Your next step is to express in clear sentences exactly what you wish to say. As soon as you have said it, *stop*. Do not repeat. Your

classmates are your audience. They wish to hear every word of your report. When you give your talk, go in front of your audience, speak clearly and distinctly. Stand erect and look at your classmates. When you have finished, remain standing for a while in order to give your classmates time to ask questions.

Prepare to report about the dangers of the following:

Playing with lighted matches
Burning heaps of leaves, old rags, or newspapers
Leaving camp fires in the woods
Standing near open fires
Using lighted candles on a Christmas tree
Cleaning clothes with gasoline
Using coal oil for starting fires

Below is a one-minute report which a boy made on "Mice and Matches":

> The fireman in our neighborhood told me that he thought a rat or a mouse caused a fire the other day. He said that a rat or a mouse will carry away matches which have been spilled on the cellar floor. A rat will carry these matches to her nest, which is often built near a flue or a chimney. Sometimes the heat from these places causes the matches to ignite.

17. A DICTIONARY RACE

Here is another dictionary speed test.

across	several	often
recess	dessert	allies
illustrate	exquisite	address

(1) Find each word in your dictionary; (2) copy it on paper, and divide it into syllables; (3) mark the accent. When you have finished, rise. Some one should keep the speed record. Compare it with your last dictionary speed test. Does the comparison show improvement?

Pronounce carefully the words which you studied in this lesson. Then use each in a sentence.

18. A STUDY OF PICTURES

Harvest Time

These pictures show several harvest scenes. Choose the picture which interests you most and look at it carefully. Without the book describe it. Several of your classmates may have chosen the same picture as you chose to describe. They will tell what they like about your description; also, they will be on the alert to see if you have omitted anything which they think should be mentioned. Begin your talk in an interesting way.

19. A POEM TO ENJOY

Read this poem about harvest time of little foresters.

Wood Harvest

Yellowbird and oriole wing to southern shores;
All the little foresters glean their winter stores.

Frost unlocks the chestnut bur, ripes the chinkapin;
All the little foresters get their harvests in.

Chipmunk in the hazel grove crams his pouches
full;
Deer mouse finds the alder fruit ripe enough to pull;

Butternut and hickory please the squirrel well;
Apples of the wilderness fill the woodchuck's cell.

Frisking on the mountain side, rustling down the
comb,
All the little foresters hold their Harvest Home.

ARTHUR GUITERMAN

The poet says that all these foresters glean their winter stores. What does that mean? Name the wood creatures which the poet saw at work. Tell the favorite food of each. How did each store his favorite food? What is a Harvest Home? How do you think the squirrels celebrated theirs? Do these wood creatures deserve to be called thrifty? Why?

20. LEARNING NEW WORDS

Your English lessons should help you to add new words to your vocabulary. One way of making a new word your own is to find in the dictionary its pronunciation and meaning. This is the first step. The next is to read again the sentence in which you found the word. Its meaning will now become clear to you. But you have still one more step to take before this new word is really yours. You must *use* it in a sentence in your conversation or writing.

For Practice

Working together complete this word puzzle. Fill each blank with a suitable expression chosen from the lists. Write the finished story on the blackboard.

harvest time	squirrel	chestnut burs
gleaning	woodchuck	pouches
chipmunk	deer mouse	hickory nuts
butternuts	mountain side	foresters
apples of the wilderness		chinkapins

A Word Puzzle

It was —— and all the little —— were —— their winter stores. Sharp frosts had opened the —— and had ripened many ——. The ——, ——, and —— were very busy in the forests that covered the ——. The —— in the hazel grove filled his ——. Squirrels gathered —— and ——. The thrifty —— stored his cell with ——.

21. WORDS AT WORK IN THE SENTENCE

You have learned that a sentence is a group of words expressing a complete thought. You are now ready to study how the words in a sentence work together to express the thought.

Think about the words in this sentence:

That airplane flies swiftly.

You see that the word *airplane* is used to name something; the word *flies* tells what the airplane does, the word *swiftly* tells how the airplane flies; and the word *that* points out which airplane is meant. Each of these words does a special part of the work in expressing the complete thought of this sentence.

There are eight different kinds of work which words do in sentences. Therefore, all the words in our language are divided into eight classes according to the work which they do in the sentence. These classes of words are called **parts of speech**. Each part of speech has a special name. You will study first about *nouns*.

Nouns

Read this selection:

> While Dick was visiting Sunnyside, a large farm, he learned how a spider catches insects. He watched a spider which was in a hole just above her web. From this hiding-place to her web she had spun a thread. While the lad was watching the web, an insect flew into it and the web began to shake. The little thread shook, too; and the spider knew that a dinner was waiting for her. Down the thread she scuttled.

Which words in this story name persons? Which words name places? Which name things?

Words like *Dick, lad, Sunnyside, spider, dinner,* used in a sentence to name *persons, places,* or *things,* are called **nouns**.

Kinds of Nouns

On the blackboard make a list of all the nouns used in the selection about the spider.

Think about the nouns in your list. You see that most of them name persons, places, and things that belong to a class in which there are many of the same kind. There are many spiders, many webs, many lads. Names of this kind are called **common nouns.**

Some nouns in your list, however, name particular persons and places. The word *Dick* names a particular boy. *Sunnyside* is the name of a particular farm. Names used in this way are called **proper nouns.** With what kind of letter does a proper noun begin?

Some proper nouns are made up of more than one word. In your geography and history lessons you learn such proper nouns as *Gulf of Mexico*, *Cape of Good Hope*, *United States of America*, and *New York*.

When a proper noun is expressed by two words, each word begins with a capital letter; as, *New York*. When a proper noun is expressed by more than two words, the first word and each important word in it begin with capital letters; as, *United States of America*.

For Practice

Point out the common and the proper nouns in this selection.

Christopher Columbus and the Egg

When Christopher Columbus returned to Spain after his wonderful voyage, he was honored with a

banquet. A courtier turned to Columbus and said, "Even if you had not discovered the Indies, aren't there other men in the country who would have been able to do so?"

Columbus made no reply; but, taking an egg in his hand, he asked the courtiers to make it stand on one end. Each tried, but failed. Columbus then struck the egg upon the table, broke the end, and left it standing on the broken part. In this simple manner he taught the courtiers that when he had once shown the way to the New World it was easy enough for others to follow.

WASHINGTON IRVING

A *noun* is a word used as a name in a sentence.

A *common noun* names a person, a place, or a thing of which there are many of the same class.

A *proper noun* names a particular person, place, or thing. A proper noun should begin with a capital letter.

22. WHY WE USE PROPER NOUNS

Compare these two ways of telling about a boy's ride.

A Ride in an Airplane

1. A boy was anxious to make his first flight in an airplane with his uncle. Their machine rose swiftly from a large field and sped away over the island toward the river. In a few minutes they had crossed the river and were flying over a city. The boy could see a street running obliquely across

the city from south to north. A park stretched out beneath them. In the distance he saw a statue which, at night, throws its light far out into the ocean. They soon crossed another river and landed safely in the next state.

2. *John* was anxious to make his first flight in the *Eagle* with his *Uncle Harry*. The *Eagle* rose swiftly from *Belmont Field* and sped away over *Long Island* toward the *East River*. In a few minutes they had crossed the *East River* and were flying over *New York City*. *John* could see *Broadway* running obliquely across the city from south to north. *Central Park* stretched out beneath them. In the distance he saw *Liberty Enlightening the World*, which, at night, throws its light far out into the *Atlantic Ocean*. They soon crossed the *Hudson River* and landed safely in *New Jersey*.

I. In which selection are proper nouns used to name persons, places, and things? By comparing these selections you see how useful proper nouns are in making definite the persons, places, and things that are meant.

II. Below are some of the common nouns used in the first selection about a ride in an airplane. Copy them on the blackboard and beside each common noun write the corresponding proper noun which is used in the second selection to make the account more definite.

boy	statue	park	island
street	ocean	state	city
airplane	uncle	river	field

23. AN IMAGINARY JOURNEY

With the aid of a map in your geography, plan an airplane trip. As soon as you have decided where you will go, close your book. Describe in one paragraph your trip. Name your starting point, the direction in which you go, and the place you land. Name one or two cities, a mountain range, a body of water, and any other interesting places over which you pass.

Exchange papers. Can you suggest any improvement in the account which you have received?

24. SINGULAR AND PLURAL NOUNS

1. One *dish* is on the *table*.
2. Three *dishes* are on the *tables*.

How do the nouns *dish* and *table* in the first sentence differ in spelling from the nouns *dishes* and *tables* in the second sentence? You have learned that most nouns have one form to denote the singular and one to denote the plural. Give the rule for the regular way of forming the plural of nouns.

Many nouns do not form their plural by adding *s* or *es* to the singular. Nouns ending in *y* preceded by a consonant change *y* to *ies;* as *cherry, cherries; pony, ponies; daisy, daisies.*

Some nouns ending in the sound of *f* change *f* to *ves;* as, *calf, calves; loaf, loaves; wolf, wolves.*

Some nouns form their plural irregularly; as, *tooth, teeth; woman, women; child, children.*

For Practice

Write sentences in which you use the singular form of these words with *is* and the plural form with *are:*

days	enemy	men	leaf
wish	mouse	house	pennies
knife	safe	mice	branch

25. POSSESSIVES

Which nouns in this selection denote ownership?

> The boys' playground was located near John's house. The children's teacher took charge of the games in the morning. In the afternoon Doris's mother told them an interesting story about the fairy's gift.

Make a rule for writing the possessive form of singular nouns.

Make a rule for writing the possessive form of plural nouns ending in *s*. Make one for plural nouns not ending in *s*.

Notice particularly how these possessive forms are written: *John's, Doris's*. Make a rule for writing the possessive form of a proper noun that ends in *s*.

Dictation

Write from dictation the selection about the boys' playground. Open your book and be your own critic.

26. WORDS TO WATCH

I. *May* is used in asking or in giving permission. *Can* is used to express the ability to do something. *Can* should never be used in asking or in giving permission.

1. *May* I get some apples?
2. You *may*, if you *can* reach them.

II. *Have* means *to possess*. *Got* means *obtained*.

1. John *has* new skates.
2. He *got* them to-day.

Do not say, "John *has got* new skates," for "John *has* new skates."

III. *Bring* means to carry from that place to this place. It has the idea of *coming*. *Take* means to carry from this place to that place. It has the idea of *going;* as,

1. *Bring* your book home from school, Jack.
2. *Take* this fruit to your mother, Helen.

For Practice

Study these sentences. Choose from the words in each parenthesis the correct one to use. Read each sentence aloud.

1. Jack (has got, got) a new football with his money.
2. (May, Can) I borrow your book?
3. You (may, can) take an apple to your mother, if you (may, can) find a ripe one.

4. It may rain to-day. (Bring, Take) your umbrella to school with you.
5. They (have got, have) a big dog at the farm.
6. We (have got, have) sweet corn in our garden.
7. Please (may, can) I take my excuse to the office?
8. Father, (may, can) John and I go fishing?
9. Yes, you (may, can), if you (may, can) find the fishing rods.
10. Mother, (may, can) we make a cherry pie, if we (may, can) find some ripe cherries?
11. Clara, (bring, take) your exercises to me. Now you (may, can) (bring, take) them home.
12. (May, Can) I (take, bring) my written lesson home to mother?

27. A LETTER EXCHANGE

One way to gain new ideas for this year's work is to make a plan for exchanging letters with members of another class or another school. This will give opportunity for an interesting correspondence with pupils of the same grade as yours. Is there another sixth grade in your building? If not, you could probably make arrangements with a sixth grade in some other school. It would be well sometimes to write to sixth grade pupils who do not live in your city.

Your first letters should be class exercises. Later, your teacher may wish to make arrangements for individual letters.

Read this exchange letter. Notice how clearly it states the reason for writing it.

The Gage School
Waverly, Indiana
October 10, 1925

Dear Girls and Boys of Grade Six,

We have heard that you gave an interesting program on Fire Prevention Day. Will you kindly tell us how you planned it? Can you spare us a copy of your program? It would be most helpful to us.

Our class has decided to have a Good-Health Drive this year. We are expecting to give a pageant in the boys' gymnasium. Would you be interested in knowing more about our plans?

Sincerely yours,
Pupils of Grade Six

Using the preceding letter as a model, review how to place and write the different parts of a letter.

You see that a good many proper nouns are used in letter writing.

28. LETTER WRITING

I. Working together, write a letter to the pupils of another class or school. Tell them that you would like to hear about some school activity in which they are interested, and offer to tell them about something which your class is planning; such as, a *class book*, a *program*, or a *drive*.

II. Copy the class letter. Keep your copies until you have reviewed how to address envelopes. One copy of this letter should be put into the class book.

29. WHEN YOU MAIL YOUR LETTER

On the following page are models for different kinds of addresses. The first model shows how to address a letter intended for city delivery. Study how the addresses on it are written and placed.

People who live in the country receive their mail by rural routes. Their letters are addressed to the town or village which is nearest to their homes. At the village post office, these letters are given to carriers who drive about the neighboring country to deliver the mail. Each postman has a special route which is numbered. People who receive mail by rural route, place boxes where the postman can conveniently leave their letters and packages. The owner's name is on the box. In Mary Main's address the expression **Rural Route No. 3** corresponds to the number and street of a city address. In villages where the mail is not delivered by a postman, the citizens have numbered boxes at the village post office. In model two the box number is correctly written and placed.

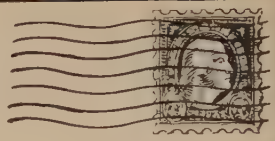
Our post office officials request us to write our own name and address in the upper left corner of the envelope. What good reason for this can you see?

For Practice

Write these addresses. Put your name and address in the upper left corner.

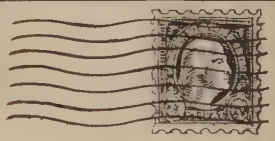
1. Pupils of Grade Six — Avondale School — Rome — New York

Grade Six
Irving School
Belmont, Indiana



Pupils of Grade Six
Roosevelt High School
East Cleveland
Ohio

J. A. Hall
235 S. Goodman Street
Rochester, New York



Mrs. Fred Welch
Sheffield
Alabama

Box 23.

E. Mason
24 Pike Street
Lexington, Kentucky

Miss Mary Main
Rural Route No. 3
Los Gatos
California

2. Mrs. John Evans — 191 Ash Street — Philadelphia — Pennsylvania
3. Miss Jane Martin — Orangeburg —New York — Rural Route No. 4
4. Mrs. John Platt — Olive Mills — Franklin County — Ohio — Box 50

30. FOR REVIEW

I. *There* means *in that place. Their* expresses *possession.*

Copy these sentences, using the correct word *there* or *their* in the blank spaces:

1. The Indians made —— baskets out of grass.
2. Do ground hogs come out of —— cells on the second day of February?
3. An oriole's nest is hanging —— on the elm tree.
4. How do birds find —— way to the South?
5. The robins are just arriving and —— merry calls ring through the glades.

II. Use the words *their* and *there* in written sentences.

III. Pronounce the following words slowly and carefully. Then say each rapidly, but clearly, five times.

get	usually	wheat	dew
where	several	robin	eleven
what	often	sparrow	radish
poem	bouquet	herring	yesterday

Use each word in a sentence.

CHAPTER III

31. THE CLASS CLUB

Every boy and girl should learn to speak well before an audience. A class club offers excellent opportunity for this kind of training. Wouldn't you like to form a club? You will need a leader or chairman for each meeting. At first it would be a good plan for your teacher to appoint the chairman. Later, you may decide on a different way to select the presiding officer.

Talk the matter over with your teacher. If you decide to have a club, discuss the following points:

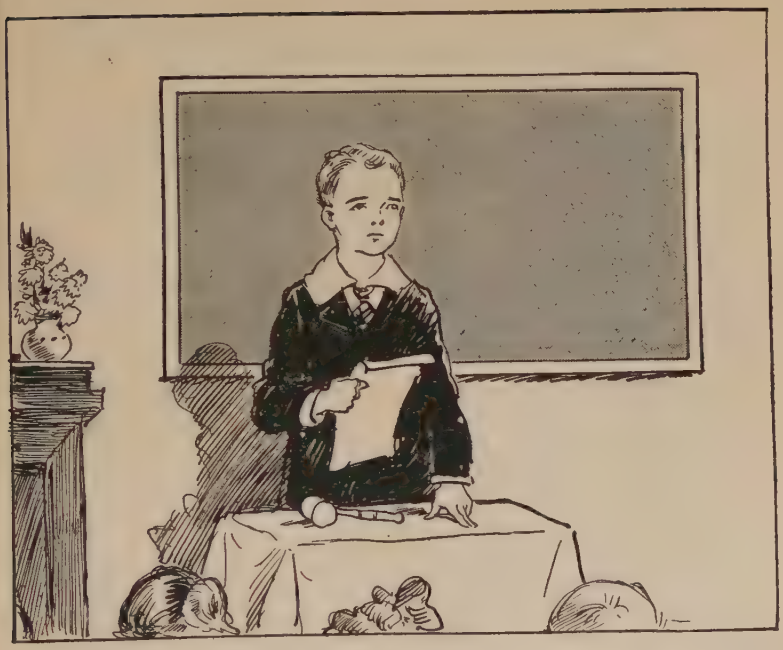
1. The purpose of your club
2. Its name
3. The time and place of meeting
4. The kind of programs you will give

The following dialogue will show how a club meeting should be conducted. Practice the dialogue before you have a regular meeting of your club.

The chairman takes his place before the class.

Chairman (rising and tapping on the table). The meeting will please come to order. Our topic for to-day is *Current Events.* The first speaker is James Winthrop, whose subject is *How Boy Scouts Helped the Postmen at Christmas Time.*

James Winthrop steps to the front of the class. Before beginning to make his report, he addresses the chairman and club members as follows:



"Madam (or Mr.) Chairman and members of the —— Club, for information on my subject I read an article in 'The American Boy.'"

James now proceeds to give his oral report from an outline of the article which he has read. After his report, James remains standing.

Chairman. You have heard James's account of how boy scouts helped the postmen at Christmas time. Do you wish to ask James any questions or make any suggestions?

Dorothy. Mr. Chairman.

Chairman. Dorothy Kenton.

Dorothy. I should like to ask whether boy scouts help every year in this way.

James. (Answers Dorothy's question.)

Chairman. The next speaker is Alice Anderson. Her subject is *Circling the Globe in an Airplane.*

Alice gives her talk from an outline which she has made.

Try to make the meetings of your class club as interesting and as varied as you can. Here are some suggestions for programs:

Anecdotes of Famous People
Reports on Nature News
Reviews of Books
Plans for Drives
Plans for Entertainments

Make the first meeting of your class club a *Current Events* meeting. Take time to prepare your reports.

32. PRONOUNS

Read this selection:

Harry agreed to cook the camp supper. First Harry built a fire of twigs and branches; and when the ashes were red, Harry roasted the potatoes and corn. Then Harry called the boys to supper. As soon as the meal was over, Harry carefully put out the fire which Harry had made.

If you were telling about this camp supper, you would not use the noun Harry six times in a few sentences. You would probably express yourself in this way:

Harry agreed to cook the camp supper. First *he* built a fire of twigs and branches; and when the ashes were red, *he* roasted the potatoes and corn. Then *he* called the other boys to supper. As soon as the meal was over, Harry carefully put out the fire which *he* had made.

Why is the second way of telling about the camp supper an improvement over the first? In place of repeating the noun *Harry* so many times, what word is used to refer to *Harry?*

In expressing our thoughts we may need to refer to the same person or thing a good many times. If we should repeat the same noun over and over, our sentences would sound monotonous. Instead of repeating the noun *Harry* in the second selection, the little word *he* is used to refer to Harry.

Words like *he* that are used in place of nouns are called pronouns. The syllable pro means for. Thus you see that the word pronoun means for a noun.

The pronoun is very useful because it helps us to avoid repeating a name too often.

These words are most frequently used as pronouns:

I	we	he	she	it	your	they
mine	ours	his	hers	its	yours	them
me	us	him	her			theirs

Some pronouns stand for nouns and also express possession. In the sentence, *The game is yours*, the pronoun *yours* means *your game*. *Yours* stands for

the noun *game* and also tells to whom the game belongs. *Yours* is called a possessive pronoun. Other pronouns used in this way are *mine, his, hers, its, ours,* and *theirs.* These possessives are always written without the apostrophe.

For Practice

Point out the pronouns used in the following:

1. We planted five flags at the top of the world. The first one was a silk American flag. Mrs. Peary had given it to me fifteen years ago. That flag had done more travelling in the cold regions of the North than any other flag. I carried it with me on every trip I made. By the time it reached the North Pole it was somewhat worn and discolored. I planted the American flag in the ice and told the men to give three rousing cheers for it. This they did with the greatest enthusiasm.

ROBERT E. PEARY

2. Clara's work is finished; his is not half done.
3. This ball is yours; that is mine.

A *pronoun* is a word used in place of a noun.

33. WATCH YOUR PRONOUNS

I. You have heard a sentence like this:

John and me like to play ball.

Cover the words *John and* with your finger. Then read the sentence aloud. Doesn't *me like to play ball* sound as if a baby were speaking? The sentence should be: *John and I like to play ball.*

If the speaker had spoken only of himself, he probably would have said, *I like to play ball.* When you speak of others and yourself in the same sentence, watch your pronouns.

Read these sentences aloud, supplying the correct pronoun in each blank:

1. Jack and ——— saw a redbird this morning.
2. Mary and ——— set the table for mother.
3. The boys and ——— had a good swim to-day.
4. Mother, father, and ——— are going to the fair.
5. Tom, Jack, and ——— picked blackberries.
6. Were Mabel, Amy, and ——— chosen for the contest?

II. There is another use of the pronoun which needs watching. This careless sentence is an example:

Mother made fudge for *Martha and I.*

Cover the words *Martha and.* You wouldn't use the sentence as it stands without these words. You would say: Mother made fudge for *me.* Therefore, you should say:

Mother made fudge for *Martha* and *me.*

Read these sentences aloud, using in each blank the correct pronoun, *I* or *me:*

1. Father took Helen, Mary, and ——— home.
2. He put Mary and ——— on the merry-go-round.
3. The principal invited mother, father, and ———.
4. Mr. Manning and ——— are going fishing.
5. This dog belongs to Bob, Ted, and ———.
6. Mother made lemonade for the girls and ———.

7. Helen, Susan, and —— are going with you.
8. Grandfather taught John and —— to skate.
9. John and —— skate on the pond.
10. Will you write a letter to Mary and ——?

34. FINISHING A STORY

An Exciting Adventure

One day I felt so lonesome that I ran away. My little master, with his parents, had left the city. Before going, however, they had sent me to the home of a friend who had no children. I missed my playfellow so much that I made up my mind to find another home where a little boy lived. In the evening I ran away.

I had a thrilling adventure with the dog catcher.

.....

.....

At last I found a happy home. .....

I. Who is telling this story? Does the first sentence make you wish to read the sentences which follow it? What is told in the paragraph that is given?

Only the first sentences of the second and third paragraphs are given. You are to finish them. Imagine that you are this dog telling about your experience.

The first sentence in the second paragraph promises a thrilling story. All of your sentences should say something about your adventure with the dog catcher. After you have finished, read aloud your paragraph for class criticism.

II. Write the third paragraph of this story. Make the story have a happy ending. Perhaps you can think of a good closing sentence.

35. THE SUBJECT AND THE PREDICATE: REVIEW

Every sentence is made up of two parts, a subject and a predicate. The part about which something is told is the **subject**. The part which tells something about the subject is the **predicate**; as, *Frogs jump.*

In longer sentences each part may be a group of words; as, *Every American citizen should study history.*

For Practice

Copy these sentences on the board. Under each subject draw a horizontal line; under each predicate draw two horizontal lines.

1. Some animals sleep all winter.
2. The Indians make fine needles out of bone.
3. Cyrus McCormick invented the reaper.
4. The birds eat many insects.
5. A spider makes a little telephone of her own.
6. A shepherd dog is a good companion.
7. In the meadow leap the grasshoppers.
8. All the little squirrels enjoy their harvest home.
9. Through our farm flows a babbling brook.
10. The phonograph was invented by Edison.

The *subject* of a sentence is the part about which something is told.

The *predicate* of a sentence is the part which tells something about the subject.

36. BETTER SPEECH

This exercise reviews the meaning of several words that are often misused.

I. *Let* means to give permission. *Leave* means to abandon something, or to give it up; as,

1. Please *let* me take the dog.
2. It is best to *leave* the dog in the country.

II. For what words is *doesn't* a contraction? For what words is *don't* a contraction? Keep in mind this test: Use *doesn't* when it sounds correct to substitute *does not*. Use *don't* when it sounds correct to substitute *do not*.

1. He *doesn't* play ball well.
2. They *don't* enjoy his game.

III. *Learn* means *to get* or *to gain* knowledge. Other forms of this word are *learns*, *learning*, *learned*.

Teach means *to give* knowledge, that is, to help some one *to get* or *to gain* knowledge. Other forms of this word are *teaches*, *teaching*, *taught*.

1. Father *teaches* John about radios.
2. John *learns* his lessons quickly.

For Practice

I. Choose from each parenthesis the correct word to use. Read the sentence aloud.

1. (~~Don't~~, Doesn't) she enjoy athletics?
2. She (~~don't~~, doesn't) enjoy hiking.
3. Will she (leave, let) us choose partners?

4. Please (let, leave) me take your umbrella.
5. You may take it. But please don't (let, leave) it at school.
6. The postman (doesn't, don't) call at our house every day.
7. We can (learn, teach) from one another.
8. The little ant (learns, teaches) us a lesson.
9. Who (learned, taught) you the ways of the woods, little fawn?
10. The mother duck (don't, doesn't) need to (teach, learn) her little ones to swim.
11. She (lets, leaves) them go into the water by themselves.
12. He (doesn't, don't) like to play tennis.
13. I (learned, taught) Lucy to make fudge.
14. Rain (don't, doesn't) fall in the desert.

II. In sentences of your own use these words: *teach, learn; let, leave; don't, doesn't.*

37. A STORY TO READ

Young Citizens

One morning in January, during the Revolutionary War, General Haldimand, who commanded the British soldiers encamped in Boston, was surprised to see at his headquarters three boys with sleds. When he asked them what they wished, each lad reported something which showed that the British soldiers had spoiled the coasting place that the school boys had made down Beacon Street, across Tremont Street, and down School Street.

Looking sharply at the youngsters, General Haldimand asked, "Who sent you to complain, you young rebels?"

"We represent the boys of the Latin School, sir," said one. "Several times your soldiers have spoiled our coasting place. This is our city, General Haldimand. We believe that strangers have no right to interfere with our fun."

"Our boys do not think it is fair, sir," declared the second lad. "We have asked the soldiers to stop, but they will not."

"If you order them to stop, sir, we know they will obey," added the third boy.

These speeches made General Haldimand smile and say, "My brave young citizens, you are right. I'll see to it that my soldiers do not interfere with your coasting again." EDWARD EVERETT HALE

I. When you read this story, did you understand the following words: *commanded, headquarters, rebels, represent, interfere?* Perhaps you will need to consult your dictionary. How can you make a new word yours?

The boys of the Latin School wished to send the right kind of boys to represent them to General Haldimand. What kind of boys do you think they chose? What qualities of character should a leader show? What reasons for bringing their case to headquarters did the boys give?

At first the general called these boys *little rebels.* What did he mean? What did he call them in his last speech? Why did he change his mind about them?

R-M-BRINKERHOFF

38. ORAL DRAMATIZATION

It took courage and a good deal of self-control for these boys to speak courteously in spite of their feeling that their rights had been interfered with. But the story says that the boys carried out their plan courteously and gained their point.

Imagine these boys presenting their case to General Haldimand. Dramatize the scene. The title, time, place, and names of the speakers are given below in the proper order. Supply the conversation. Remember that each boy, in turn, expresses an opinion to the general.

Young Citizens

Time:	A winter morning
Place:	General Haldimand's office
Characters:	John
	Tom
	Ned
	General Haldimand

General Haldimand (much surprised). What
John. [illegible]
Ned. [illegible]
Tom. [illegible]
General Haldimand. That shall be stopped
Boys. Good! [illegible]

Perhaps your teacher will divide the class into groups. After each group has given the scene, the other members of the class will offer helpful criticism.

39. TWO USES OF THE COMMA

Read these sentences:

1. Tom, can you play football?
2. Come, boys, and play the game.

In each sentence point out a noun of address. How is it set off from the rest of the sentence?

A *noun of address* or an *expression of address* should be separated from the rest of the sentence by a comma or commas.

1. Yes, I learned to play last fall.
2. No, I did not learn the game.

Yes and *no,* when used as part of an answer, should be separated from the rest of the sentence by a comma.

A Question and Answer Game

In this game you are not to speak. A classmate will write on the blackboard a sentence which calls for *yes* or *no* as part of the answer to it. His question may be about such things as games, sports, toys, or animals. It will be addressed to a classmate. The one addressed will read the sentence silently. Then he will go to the blackboard and write the answer.

If a pupil makes a mistake, another pupil in his row corrects it and explains orally his correction. This breaks the silence of the row and scores against the row's record. When the game is over, notice how many rows scored perfect silence.

40. WRITING A PLAY

During this school year you may wish to give a patriotic program in which you will include exercises done in your English work. Write in the form of a play the scene, "Young Citizens." Choose a copy for your class book. Suggest a way to choose the best copy.

41. FOR REVIEW

I. Try this sentence test. On slips of paper write the figures from 1 through 10. If you think number 1 is a sentence, write the word *yes* opposite figure 1. If number 1 is not a sentence, write *no* after figure 1.

1. Excellent oranges grow in Florida.
2. In California, too.
3. The southern fruit is shipped to New York.
4. Across the continent.
5. Five ships in the New York Harbor.
6. Many minerals are found in large mines.
7. Such as copper and iron.
8. Our trip down the river was instructive.
9. About fishing.
10. All the passengers enjoyed the scenery.

II. Copy these sentences punctuating them correctly.

1. Did you see the circus parade little boys
2. Yes we enjoyed seeing the wild animals
3. No we didn't see the parade
4. Are you sure Mary that you know your way
5. Albert did you telephone to John

CHAPTER IV

42. THE FRIENDLY LETTER

When you visit different parts of our country, you learn about many new occupations and customs. Read this letter written by a boy who visited a ranch during his vacation.

Nine Miles Canyon
The Nutter's Ranch
Aug. 9, 1925

Dear Bill,

I wish you were here to-day to see the cattle which the cowboys are driving into the village of Price. Last night they stopped at Mr. Nutter's ranch and we could hear the sounds of the cattle. They are the best looking animals I ever saw, for they're all fattened for the market. They'll be shipped directly to the stock yards in Chicago, poor beasts!

On the last Saturday in July we had great excitement. An Indian chief and his braves from Uintah Reservation passed on their way to their annual pow-wow. Think of having real Indians come right into your house to get a drink! Knowing how well I run, can you believe that I saw them face to face?

Every day I go horseback riding and I often

ride the fence with the foreman. Do you know what that means? It's lots of fun.

Tell me about your cotton plantation. Write and let me know what you are doing for a jolly time in Louisiana.

Your friend,

Jack Costman

What do you learn about ranch life from Jack's letter? Does he make you wish to spend a summer on a ranch? Jack's letter is like talk. That's what makes it interesting.

I. From this letter review how and where to write the following: the *heading*, the *salutation*, the *body* or message, the *complimentary closing*, and the *signature*.

Jack used a good many proper nouns in his letter. Why? Select them and tell how they are written.

In a familiar talk like Jack's, you find contractions. Write on the blackboard the contractions which Jack used in his letter. Beside each contraction, write the words for which the contraction stands.

II. Imagine that you are away on a vacation. Write a letter to some one at home giving news and information which you know he would enjoy reading. If you imagine yourself in a city, you probably will tell of a visit to a public park, or a zoo, a museum, or some wonderful store. If you imagine yourself in a strange part of our country where the customs of the people differ from those where you live, tell about them. Make your letter as interesting as Jack's.

43. VERBS

Read these sentences:

> The boys *climbed* the hickory nut tree. Ned *shook* the largest branch. Soon the ripe nuts *fell* in showers at our feet. We *gathered* two big bags full.

What is the subject of the first sentence? Read the predicate. Which word in the predicate tells what the boys did? In the second sentence which word in the predicate tells what Ned did? Find the subject of the third sentence. Which word in the predicate tells what the nuts did? Which word in the predicate of the last sentence tells what the subject *we* did?

Words like *climbed, shook, fell,* and *gathered,* used in this way, are called **verbs.** They stand in the predicate and tell or assert something about the subject.

Read the selection omitting the verbs from the predicates. Are the groups of words sentences? You see that the verb is a very important worker. In fact, without a verb you have no predicate, and therefore no sentence.

For Practice

Point out the verbs in this selection:

A Jolly Outing

> The children shouted for joy yesterday morning. For several hours the snow fell, and a high wind whirled the large flakes in all directions. After

the storm the happy children coasted down the steepest hills. Some of them built snow houses. Others rolled great balls of snow into large figures. In the afternoon the boys cleaned the snow from the frozen pond. Then they skated merrily.

44. MORE ABOUT VERBS

In the selection, "A Jolly Outing," each verb tells or asserts what the subject did by expressing action.

All verbs, however, do not express action. Notice in these sentences the words printed in italics. They

do not express action, but they do tell or assert something about their subjects.

1. I *am* Peter Pan.
2. My home *is* in a tree.
3. It *seems* like a nest in the branches.
4. The birds *are* my companions.
5. They *were* all here last summer.

Words like *am*, *is*, *seems*, *are*, and *were* which stand in the predicate and assert something about the subject are called **verbs.**

For Practice

Supply a verb for each blank in this selection.

The Children's Parade

The children's parade yesterday —— down the main street of the town. It —— a beautiful sight. The leader —— a large American flag. As the boys and girls —— the reviewing stand, they —— small flags at the people. The school band —— the music for the patriotic songs. How the bystanders —— the young citizens!

45. THE VERB PHRASE

It is sometimes necessary to use more than one word to tell or assert something about the subject.

1. Mary *played* in the sand.
2. Mary *has played* in the sand all the morning.
3. To-day the children *have been playing* with her.

Which word in the first sentence asserts something about Mary? Which words in the second sentence make the assertion? In this sentence the verb is made up of two words. How many words are in the verb *have been playing* in sentence 3?

Here are expressions often used as verbs: *have seen, has gone, will run, had eaten, have been singing.* When the verb is expressed in more than one word, it is called a **verb phrase.**

Sometimes the words of a verb phrase are separated by other words of the sentence; as, We *have* often *gone* to the beach at sunrise. *Have* the children *built* a castle?

Have gone and *have built* are verb phrases.

For Practice

In these sentences point out the verbs and the verb phrases:

1. I have seen two redbirds this morning.
2. The boys have gone to the woods.
3. They will cook supper there.
4. The girls gathered logs of driftwood.
5. What will they cook for supper?
6. We have found clams in the sand.
7. Have you ever played on the seashore?
8. My little brother has built a house of sand.
9. The waves washed it away.
10. Did you ever build castles in the air?
11. You can not catch crabs on this beach.

A *verb* is a word that tells or asserts something.

46. HOW VERBS EXPRESS TIME

Study the verbs *throw*, *threw*, and *have thrown* in these sentences:

1. You *throw* the ball too high.
2. Yesterday you *threw* it over the building.
3. You *have thrown* it over the building several times.

The verb *throw* expresses the act as taking place now; that is, in present time. Do the verbs *threw* and *have thrown* express the act as taking place in present time or in time that is past?

Throw, *threw*, and *have thrown* express the same act, but they tell that the act took place at different times.

Use ***throw*** and ***throws*** to express present time.

Use ***threw*** and ***thrown*** to express time that is past.

Always use ***thrown*** with a helper, such as, ***has, have,*** or ***had.***

For Practice

In the spirit of a game express sentences, using in each, one of these forms:

throw (or throws) threw thrown

The first pupil uses *throw* or *throws* in his sentence; the second uses *threw*, the third uses *thrown* with *has*, *have*, or *had*. If you use the wrong form of the verb in your sentence, your mistake scores against you. Make the game move rapidly.

47. CHOICE OF VERBS

I. Read these sentences aloud:

1. My new puppy *cried* all day.
2. My new puppy *yelped* all day.

Which of the verbs gives you the better idea of the meaning intended? Why?

For Practice

Choose from each parenthesis the verb which gives the better idea of the meaning intended. Read your sentences aloud.

1. The storm (shook, ~~rattled~~) the windows.
2. A little brook (flowed, ~~babbled, ran~~) over the pebbles.
3. In the autumn woods the dry twigs (snapped, ~~broke~~) under our feet.
4. The wind (blew, ~~howled~~) fiercely around the old house.
5. The racers' automobiles (~~came, dashed~~, sped) around the curve.
6. Great logs of the Christmas fire (crackled, burned, blazed) cheerily.
7. A large eagle (flew, ~~darted~~) from her nest and caught the prey.

48. MORE SENTENCE STUDY

I. You have seen that a sentence may have only one word for its subject; as, *Children played.*

In this sentence *children* is the subject. Also, you have learned that a sentence may have several words for its subject; as, *Many little children played.*

Read the subject of this sentence. Which word in this subject names who played? What part of speech is it? The noun *children* is the principal word in this subject. The noun *children* is called the **simple subject** of the sentence. The group of words, *Many little children*, is the whole subject. The whole subject is called the **complete subject.**

For Practice

In these sentences read first the complete subject of each, then point out the simple subject:

1. The little frogs leap into the pond.
2. The elephants have long trunks.
3. These large elephants came from India.
4. A beautiful thrush has a nest in our garden.
5. Three little birds are in it.
6. In grandmother's garden bloom many old-fashioned flowers.
7. A poor workman finds fault with his tools.
8. Empty wagons make the most noise.
9. Many old nursery tales teach good lessons.
10. My favorite story is, "The Three Little Pigs."

II. Read these sentences:

1. John worked.
2. John worked in the garden all day.

What is the predicate of sentence 1? What part of speech is it?

Read the predicate of sentence 2. Which word in this predicate tells what John did? The verb *worked* is the principal word in the predicate. In every predicate there is always a principal word, called the **predicate verb**. In sentence 2, *worked* is the predicate verb. The group of words *worked all day in the garden* is the **complete predicate.**

Sometimes the predicate verb is a verb phrase; as,

All of the morning John *has worked* in the garden.

For Practice

In these sentences read first the complete predicate of each, then point out the predicate verb:

1. Mary makes paper dolls.
2. She cuts patterns for them.
3. Mother bought apples to-day.
4. Chimney swallows glue their nests to the walls of chimneys.
5. The Panama Canal was opened in 1914.
6. A rolling stone gathers no moss.
7. I have never seen a fox's den.
8. The airplane spider does not make a web.
9. Old King Cole was a merry old soul.
10. I have been reading about an airplane trip around the world.

The ***simple subject*** is the principal word of the subject. It is usually a noun or a pronoun.

The ***predicate verb*** is the principal word of the predicate. It is always a verb or a verb phrase.

49. A STORY-TELLING POEM

Columbus and his three small ships sailed from Palos, a little port in Spain. In the first part of their journey, they passed islands called the Azores, and also the Straits of Gibraltar, which the poet calls the Gates of Hercules.

Read this poem, in which the poet shows the dauntless courage of this great discoverer.

Columbus

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
"Why, say: 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.

These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say—"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spoke the mate:
"This mad sea shows his teeth to-night.
He curls his lip, he lies in wait,
With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck —
A light! a light! a light! a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On, sail on!"

JOAQUIN MILLER

I. Read the lines which suggest that they are far away from land. Who speaks to Columbus for the sailors? What is the first reason which he offers for turning back? What is the brave Admiral's answer? What two reasons does the mate give in the second stanza? What reason of his own does the mate keep to himself? Quote Columbus's answer.

What thought of God in the third stanza makes the

mate lose all hope? How does Columbus answer the mate's words of despair?

How does the mate feel when they sail into a storm? With what words does Columbus again answer him?

How did Columbus feel on that stormy night when he peered through the darkness? How did he feel when the storm was over and he sighted land?

The poet says that Columbus not only gained a world but that he gave the world its grandest lesson. What lesson did this great sailor teach all of us?

Columbus faced the greatest difficulties. Think of words and expressions which describe his character.

II. Boys and girls often face difficulties in their work and in their play. Describe a difficulty which you have met

1. In doing work at home or at school.
2. In learning to play a musical instrument.
3. In learning some kind of sport or game.

50. LIE — LAY — LAIN

The verb *lie* means *to rest* or *to recline*. Some of the forms of this verb are *lie* (or *lies*), *lay*, *lain*.

Remember that in speaking of *resting* or *reclining* you should always use one of these forms. Study how these words are used in the following sentences:

1. Old Rover *lies* before the fire.
2. He *lay* there all night.
3. He *has lain* there every night this winter.
4. I *lie* on the couch near the fire.

To express present time when speaking of resting or reclining use these forms of the verb: *lie, lies.*

To express time that is past use *lay* or *lain.*

Use *lain* with a helper; such as, *has, have,* or *had.*

For Practice

I. Read these sentences aloud. This practice will accustom your ear to the correct forms of the verb, *lie.*

1. Before us *lay* the beautiful ocean.
2. I have often *lain* on the beach and slept.
3. Yesterday we *lay* upon the leaves.
4. Last fall many leaves *lay* under the trees.
5. *Lie* down, Rover.
6. This little papoose *lies* in a bark cradle.
7. It *has lain* there all day.
8. It *lay* there yesterday.

II. Answer the following questions, using the correct word, *lie, lies, lay,* or *lain,* in each answer.

1. Where did your books lie during vacation?
2. Where did you lie last night?
3. Have you ever lain on the grass?
4. Where does your dog lie at night?
5. Where did the baby birds lie until they were strong enough to fly away?
6. When Red Riding Hood reached her grandmother's house, who lay in bed?

51. DIFFERENT USES OF THE SAME WORD

You have been studying about three different kinds of work which words do in the sentence. What is the

work of the noun? What does the pronoun do? What does the verb do?

Do not think that the same word always does the same kind of work in the sentence. Study how the word *fish* is used in the following:

1. I *fish* all day when I am at the farm.
2. This *fish* is a brook trout.

In the first sentence, what part of speech is the word *fish?* How is the word *fish* used in the second sentence? What part of speech is *fish?* You see that the same word may do the work of a noun in one sentence and of a verb in another.

For Practice

In these sentences tell the part of speech of each word that is printed in italics:

1. Please give me that *hammer.*
2. I will *hammer* this *nail* in place.
3. That will *nail* the board securely.
4. Alice, *step* over the pools, or your feet will get wet.
5. Leave your overshoes on the *step* outside.
6. You wear a pretty *tie.*
7. Did you *tie* it yourself?
8. We must *flag* this train, or it will not stop.
9. Wave the *flag* so that they can see it.
10. This *brush* is useful.
11. You may *brush* your hat with it.

52. FOR REVIEW

I. Divide the class into team A and team B. A pupil on team A begins the game by using in a sentence the form of a verb in the first list. A pupil on team B follows by using in a sentence, another form of the same verb.

The game goes in this way: The first pupil uses in a sentence the verb *write* or *writes;* the second pupil uses in a sentence the verb *wrote;* the third player uses in a sentence the verb *written* with *have, has,* or *had;* and so on with the different verbs.

see (or sees)	saw	seen
write (or writes)	wrote	written
fly (or flies)	flew	flown
blow (or blows)	blew	blown
come (or comes)	came	come
go (or goes)	went	gone
do (or does)	did	done

II. In each of these sentences point out the complete subject, the complete predicate, the simple subject, and the predicate verb.

1. The policeman helped me across the street.
2. Every boy scout can give first aid.
3. Holland is a beautiful country.
4. Many children of Holland wear wooden shoes.
5. The little Hiawatha knew the names of many birds and beasts.
6. Messages by wireless are sent to ships at sea.
7. The bluebird is the color of the sky.
8. The children call him the herald of spring.

CHAPTER V

53. THE ORAL MESSAGE

Dramatize the following messages. Your teacher will name the pupils who are to take part in each exercise.

First, listen to the message in order to understand it clearly. Then make sure to deliver *all* of it accurately and, of course, courteously. Do not leave out one single item of a message entrusted to you. An omission may be as bad as a positive mistake. Your classmates will watch to see that you deliver the message completely, correctly, and courteously.

1. Your mother wishes to have a chair mended. She sends you to a carpenter to know when he will call for the chair and when he will send it home repaired. She cautions you to give your address carefully. Deliver the message.

2. The carpenter tells you the exact time when he will call for the chair. Also, he tells you about what time he can return it repaired. Deliver his message.

3. Your teacher wishes some supplies from the office. She names the things she wishes and the number and quantity of each. Deliver the message to the person who has charge of the supplies.

4. The person to whom you go for supplies explains that they have not arrived at the school.

She tells you when they will come and promises to send them as soon as possible. Express the message to your teacher.

5. Your mother is going to take you out of town for the Christmas holidays. She wishes you to find out the exact dates for closing and reopening school. Deliver her message to your teacher.

6. Your teacher gives you the information which your mother wishes. Deliver it.

7. Your teacher has asked you to invite your mother to a mothers' meeting which she is calling for next Friday afternoon at four o'clock in your classroom. Deliver the message.

8. Your father is president of the Parent Teacher Association. He has called a meeting at your home for next Monday evening at eight o'clock. He has asked you to invite your teacher and your principal, and to state to them all necessary facts about the time and place of the meeting. Deliver your father's message.

9. Deliver to your father your teacher's acceptance of the invitation or her regrets.

54. THE BUSINESS LETTER

You have already learned that a business letter should express clearly and correctly what you wish to say, that it should be brief and courteous, and that it should be written according to customary business forms.

Study this business letter:

15 Walnut Street
Belleville, Illinois
March 4, 1926

D. Appleton and Company
32 West 35th Street
New York, N. Y.

Gentlemen:

Enclosed you will find a postal money order for one dollar and a half ($1.50). Please send me "Bird Lore" for one year. Begin my subscription with the August number.

Sincerely yours,
Allen T. Maze

Does the body of this letter clearly and correctly express the message which Allen wished to send? Is the message brief and courteous? Does Allen follow the accepted business forms when writing the heading? the inside address? the salutation? the body of the letter? the complimentary closing? the signature?

In some of your business letters it may be necessary to enclose payment for the article or articles which you wish to buy. This may be done by sending a postal money order. In business letters of this kind, state that you are enclosing a money order, name the amount of the order, and tell the purpose for which it is sent.

55. LETTER WRITING

I. Working together, compose a business letter to the Perry Mason Company, Commonwealth Avenue, Boston, Massachusetts, ordering for your class "The Youth's Companion." Tell when to begin sending the magazine and where to send it. The price is $2.50 for one year. When the letter is finished, test it by these questions:

Does the message tell *all* that is necessary?
Is the message brief?
Is it courteously expressed?
Are the parts of this letter properly placed and correctly punctuated?

II.

1. Order "St. Nicholas" for one year from The Century Company, 353 Fourth Avenue, New York, New York. The price for one year is $4.00.
2. Order "Boys' Life" for one year from Boy Scouts, 200 Fifth Avenue, New York, New York. The price for one year is $2.00.
3. The Scott Stamp and Coin Company, 33 West 44 Street, New York, N. Y., sell a modern postage stamp album at $1.50. Order one.
4. Mr. James Parton of Kennebunkport, Maine, is going to have a vacation camp for boys. Write to him asking for a circular of information.
5. Mrs. Mary Foster of Shelbourne, Vermont, is planning a four weeks' vacation outing for girls. Write to her for a circular giving all particulars.

56. ADJECTIVES

You know that you can make a sentence by using only two parts of speech, a noun or pronoun and a verb; as, *Dogs bark.*

But usually you do not express your thoughts in such short sentences. You often add words which help your hearers to see the picture of the person or thing which you have in mind; for example, *Big shaggy* dogs bark.

Read the added words in this sentence. They help to give a picture of the dogs. What part of speech is *dogs?* Words like *big* and *shaggy* used to describe nouns are called adjectives.

Read this word picture:

> Hector was a large dog with a broad chest and straight thin legs. He was covered with thick, wavy brown hair from the tips of his short ears to the end of his bushy tail.

In the first sentence which adjective is used with the noun *dog* to help you picture his size? Which adjective describes Hector's *chest?* Find adjectives that describe his *legs.* Read three adjectives used to picture his *hair.* Which adjective tells you about Hector's ears? What adjective is used with the noun *tail?*

The adjectives which you have been talking about describe the nouns with which they are used. All adjectives, however, do not describe nouns. Some merely point out or tell the number of persons or things named.

1. *The* boys went fishing.
2. They caught *three* fish.
3. *This* fish is *a* perch.

The word *the* in the first sentence does not describe boys. It points out which boys are meant. The adjective *three* in the second sentence tells the number of fish which the boys caught. The adjective *this* in the third sentence does not describe fish; it points out *which* fish is meant. The word *a* means *one*. This adjective tells a number. *A* perch means *one* perch.

An adjective added to a noun always affects its meaning in some way; that is, an adjective always *modifies* the meaning of the noun with which it is used.

1. Red and white flowers are blooming.
2. Flowers, red and white, are blooming.
3. The flowers are red and white.

Point out the adjectives in the first sentence. What word do they modify? Read the adjectives in the second sentence. What word do they modify? Read the adjectives in the third sentence. What word do they modify?

These sentences show that adjectives may stand either before or after the nouns which they modify.

Instead of saying, *The flowers are red and white*, you might say, *They are red and white.* What part of speech is *they?* Which adjectives describe *they?* You see that adjectives may modify pronouns.

An *adjective* is a word used to modify a noun or a pronoun.

For Practice

I. Point out the adjectives in these sentences:

The garden was a beautiful spot. Near the gray wall which enclosed it, grew pink and crimson hollyhocks. Little mossy paths led to beds of velvet pansies which looked like the faces of little children. Brilliant poppies nodded scarlet heads near blue larkspur and lilies, tall and white.

II. Choose from the list below suitable words to use as adjectives in the sentences that follow. Notice how the use of different adjectives affects the meaning of the noun or pronoun with which the adjectives are used.

large	yellow	ripe	old	beautiful
small	busy	white	happy	sharp
merry	pleasant	charming	bright	foolish
new	red	faithful	clever	ugly

For example:

That *brown* dog watches the house.
That *small* dog watches the house.

1. The —— nuts are dropping.
2. Many —— bees are buzzing in the clover field.
3. This flower is —— and ——.
4. The summer days are ——and ——.
5. Snowflakes —— and —— are falling.
6. These skates are ——.
7. What a —— brook goes babbling by.
8. That —— monkey does —— tricks.

57. CHOICE OF ADJECTIVES

You see how important it is in speaking and writing to choose adjectives which express accurately what you wish to say. Know the true meaning of the describing word which you use. There are boys and girls who will not take the trouble to select adjectives with care. They use the same adjective over and over to express ideas which are very different. For example, they use the word *funny* when they mean *queer*, *unusual*, or *strange*. The word *awful* is often wrongly used when there is nothing *awful* meant, but only something *unpleasant*. Such words as *good*, *pretty*, *nice*, *lovely*, *horrid*, and *grand* are all overworked. Our language is rich in adjectives and it is never necessary to use any one of them too often. If some one has given you a book, you need not describe it by saying, "It was a nice story." Probably your meaning would be better expressed by one of the following: an *interesting* story; a *charming* story; a *thrilling* story.

For Practice

I. Write different describing words which you might use instead of the one that heads each list.

pretty	nice	good	funny
a —— dress	a —— gift	a —— act	a —— clown
a —— dress	a —— gift	a —— act	a —— clown
a —— dress	a —— gift	a —— act	a —— clown

II. Point out adjectives in this moving picture:

The happy children watched eagerly. Soon the

circus parade passed down the street. First came the band wagon, drawn by eight cream-colored horses with nodding plumes on their heads and spangled blankets across their backs. This was followed by a herd of elephants. The largest elephant marched in front. On his back was a box-like saddle in which several gayly dressed women rode. Then rumbled along a line of open-caged wagons through which the children saw tawny lions, striped tigers, and spotted leopards.

58. PARAGRAPH WRITING

You have had practice in describing persons who dress in a special way. Write a paragraph describing the circus clown. Use this opening sentence:

The funniest sight in the parade was the clown.

Watch your sentences. Each should tell something about the clown. Select your adjectives carefully.

59. PROPER ADJECTIVES

Read these sentences:

I live in *America*. I am an *American* child.

What part of speech is the word *America* in the first sentence? Why does it begin with a capital letter? Which word in the second sentence is made from the word *America?* Which word in the second sentence does *American* modify? What part of speech is *child?* What part of speech is *American?* We call adjectives made from proper nouns proper adjectives. With what kind of letter does a proper adjective begin?

For Practice

I. Point out common and proper nouns in these sentences:

1. A trip to Europe is a wonderful experience.
2. We rode on camels across a desert of Africa.
3. Dogs of Alaska pull heavy loads on sleds.
4. Kites made in Japan are sold in America.
5. In a park in one of our large cities, you can see an obelisk from Egypt.
6. The forests of Brazil contain many kinds of nut trees.
7. The flag of France is red, white, and blue.

II. Rewrite the sentences in the preceding lesson, using in place of each proper noun a proper adjective made from the proper noun. For example,

The flag of France is red, white, and blue.
The French flag is red, white, and blue.

An adjective made from a proper noun is called a proper adjective.

A proper adjective should begin with a capital letter.

60. *THIS, THAT, THESE,* AND *THOSE*

I. The words *this, that, these,* and *those* are often used as adjectives to point out persons and objects.

Read these sentences:

1. *This* pencil is mine.
2. *These* pencils are yours.
3. *That* child is playing.
4. *Those* children are playing.

Which words in these sentences point out *one* person or object? Which point out *more* than one person or object?

Which of these words are used to point out persons or objects that are *near?* Which are used to point out persons or objects that are *at a distance?*

Use *this* and *that* with singular words.

Use *these* and *those* with plural words.

Use *this* and *these* to point out persons or objects that are near.

Use *that* and *those* to point out persons or objects that are at a distance.

For Practice

Use the words *this, that, these,* and *those* correctly in sentences about persons or objects in your classroom. For example:

This boy sits near me. *That* window is open.
These boys sit near me. *Those* windows are open.

II. Read these sentences:

This kind of apples is sweet.
These kinds of peaches keep best.

In the first sentence how many kinds of apples are spoken of? Should we use *this* or *these* with a word that means *one?* In the second sentence why is the word *these* used before *kinds?*

We often use the word *sort* in place of *kind;* as,

This *sort* of flour makes good bread.
That *sort* of boy is trustworthy.

Remember that the word *sort* means *one* kind; *sort* is *singular.* Use *this* or *that* with *sort.*

III. Boys and girls sometimes use unnecessary words when expressing themselves. For example,

I like this *kind of an* apple.
I like this *kind of* apple.

Which word in the first sentence is not used in the second? Does leaving out this word change the meaning? After the expressions *kind of* and *sort of* do not use the article *a* or *an.*

For Practice

I. Repeat these expressions aloud several times:

this kind of	this sort of
that kind of	that sort of
these kinds of	those sorts of

II. Make sentences in which you use one of the expressions given in the preceding exercise.

III. In the following sentences explain the use of expressions that are printed in italics.

1. *This house* is more cozy than *that house.*
2. *This kind of* hat was worn in colonial times; *that kind* belongs to an earlier date.
3. *These boys* have challenged *those boys.*
4. *This kind of* challenge is interesting.

5. *That sort of* nut grows in our country; *this sort* is imported.
6. *This kind of* coat will give you good service; *that kind* will not.
7. *This kind of* book cover is beautiful; but *that kind* wears better.
8. *These kinds of* flowers are good for decoration.
9. *This sort of* boy makes a good scout.
10. *What kind of* lesson did she give?

Practice reading the sentences aloud several times.

61. FOR HOME AND SCHOOL

You will find many beautiful patriotic stories of our country in readers, in histories, and in biographies. Some are told in prose, others are told in verse. There are many well-known stories and anecdotes about the following Americans:

George Washington	Elizabeth Zane
Abraham Lincoln	Daniel Boone
John Paul Jones	Robert E. Lee
Molly Pitcher	Ulysses S. Grant
Clara Barton	Theodore Roosevelt

The following are titles of good story-telling poems:

Barbara Frietchie.....John Greenleaf Whittier
Paul Revere's Ride.....Henry Wadsworth Longfellow
Nathan Hale.....Francis Miles Finch
Jenny Greencastle.....Helen Gray Cone
The Liberty Bell.....Anonymous

Tell in class one of the stories suggested. First take time to review these guides for story-telling:

1. Find something interesting to tell.
2. Know your story well.
3. Make an outline. Tell things in right order.
4. Use a good beginning sentence.
5. Stick to your point in each paragraph.
6. Speak clearly and distinctly.

62. *LAY* AND *LAID*

The verb *lay* means *to put* or *to place* a thing somewhere. Some of its forms are *lay, lays, laid.*

Notice how the different forms are used below:

1. Every morning I *lay* my pencil on my desk.
2. Yesterday I *laid* it on the window sill.
3. Then I forgot where I *had laid* it.
4. In the evening old Rover *lays* his bone under the bench.

Use *lay* or *lays* to express present time when speaking of putting or placing a thing somewhere.

Use *laid* to express time that is past.

Laid sometimes needs a helper, such as, *has, have,* or *had.*

For Practice

I. Read these sentences aloud. In each, explain the meaning of the verb *lay, lays,* or *laid.*

1. *Lay* the flowers carefully in this basket.
2. Where *have* you *laid* your coat and hat?
3. I *laid* them under that tree with my ball.
4. Every morning John *lays* the paper away.
5. The masons *have laid* the foundation.

6. We *laid* our shoes on the beach to dry.
7. I *have laid* your new dress in the trunk.

II. In these sentences tell what the verbs printed in italics mean:

1. I like to *lie* on the sweet-smelling hay.
2. Mary *lay* in the sunshine all morning.
3. The clever dog *laid* the penny down and took a newspaper.
4. He *laid* the newspaper on a chair. He always *lays* it there. It will *lie* there until his master comes and gets it.
5. Little birds *lie* safely in their nests.
6. The tired dog *lay* at his master's feet.
7. *Lay* the mat down and let the dog *lie* on it.
8. Do not *lie* on damp grass.
9. John *laid* his tennis racket in the hall.
10. In the middle of the morning the cows usually *lie* down for a while.

III. Copy these sentences using in each blank the correct word, *lie* or *lay*. Give the reason for your choice of word.

1. May I —— under this tree?
2. —— your clothes carefully in your trunk.
3. Can you —— as quiet as a mouse?
4. Do not —— in bed after you are called.
5. Tabby and her kittens —— in the barn all summer.
6. Where have you —— your kodak?
7. Who —— his hat on the table?

8. Before us —— a beautiful lake.
9. We —— on the beach for an hour.

Practice reading aloud the sentences.

63. *WHO'S* AND *WHOSE*

1. Can you see *who's* there?
2. I know *whose* book this is.

For what words does the contraction *who's* stand? Read the sentence, using the words *who is* in place of the contraction. In the second sentence can you use the expression *who is* in place of the word *whose?*

The word *whose* expresses ownership. *Whose* is never written with an apostrophe.

This test will help you to write *whose* and *who's* correctly. If you can substitute *who is* for the word you are about to use, you may write the contraction *who's*.

For Practice

I. Write these sentences from dictation.

1. Whose hat is this?
2. Who's the speaker?
3. You know who's at fault.
4. Tell me whose story I read.
5. This is the girl whose story you read.

II. Use *who's* and *whose* in written sentences.

64. FOR REVIEW

I. In this game your teacher chooses a leader, who goes before the class and faces the front board. While

his back is turned, the teacher signals to a pupil in one of the rows to address the leader; as, *Good morning, John.* The teacher then says to the leader, "Some one in row *five* spoke to you. Guess who it was."

Leader. Mary, was it you who spoke?
Mary. No, it wasn't I.
Leader. John, was it you who spoke?
John. Yes, it was I.

The leader has three guesses. If he fails to name the speaker, your teacher will choose another leader.

II. Imagine you have lost your dog. Write a description of him for some one who wishes to help you find your pet, but who has never seen him. Speak of his most striking points and then of any peculiar marks which would help to single him out from other dogs.

III. Are you sure that you know your own umbrella, school bag, satchel, lunch basket, and pencil box? Imagine that you have lost one of these. Describe your lost property. Choose your adjectives with care.

In your classroom it would be a good plan to have a bulletin board on which to post notices of lost and found articles. Make your notices short but clear.

IV. In these sentences point out the nouns, pronouns, verbs, and adjectives.

1. We rode through the Canadian mountains.
2. A great cable connects America and Europe.
3. The strong wind has broken these branches.
4. Chinese silk is fine and strong.
5. We have planned a class picnic.

CHAPTER VI

65. EXCHANGING OPINIONS

Below are some statements about which you may have discussions. Divide the class into two groups. Let one group present reasons on one side of the subject and the other group present reasons on the other side. Some one should keep a record of the points given in favor of each side. At the close of the lesson your teacher will tell you which group gave the better reasons.

1. Children have more fun in winter than in summer.
2. A rainy day spent in the attic is more fun than a pleasant day out of doors.
3. Roller skating is better sport than ice skating.
4. A dog is a better companion than a cat.
5. A pony is a better companion than a dog.

66. A TEST IN OBSERVING

Many citizens dress in a special way while engaged in their work. Picture to yourself one of the following:

{ a boy scout
a telegraph messenger

{ a postman
a policeman

{ a football player
a baseball player

{ a fireman
a trolley car conductor

{ a soldier
a sailor

Describe the uniform of one of these persons so that he could not be mistaken for the other who is bracketed with him. Your description will show whether you have been a close observer.

67. TALKS WITH YOUNG CITIZENS: COURTESY

True courtesy means doing and saying things in the kindest way. Every boy and girl should know the customary forms of courtesy in every-day life. In the following situations, tell what you think is the courteous thing to do. Express your opinions freely.

1. An older person and you reach, at the same time, a room which you both wish to enter.
2. Your mother is talking to a visitor. You answer the telephone. How will you inform your mother that the telephone call is for her?
3. It is necessary for you to pass in front of some one. How will you show courtesy?
4. An old lady carrying a heavy bundle hesitates to cross a busy street. You are near her. What will you do?
5. A blind man enters a crowded street car where you are seated.
6. It is raining. Some one offers to share an umbrella with you.
7. You return a borrowed umbrella.
8. Your teacher permits you to borrow a book.

9. A pupil drops a paper or a book in the hallway or the classroom. You are just behind him.

10. It is necessary for you to speak to your teacher who is engaged in conversation.

11. You are sent to the principal with a message. When you enter the office the principal is busily engaged. What will you do?

68. WRITING RULES OF COURTESY

From your talk about courtesy derive several general rules which every boy and girl should observe: (1) at home, (2) on the street, (3) at school, (4) in business transactions, (5) in public groups.

Write on the board the best rules expressed. Include a copy in your class book.

69. DIRECT QUOTATIONS

A Courteous Lad

One stormy night an old woman sat on a street corner selling newspapers. A sudden gust of wind blew them in all directions. Seeing her difficulty, Richard Hanley gathered up the scattered papers and returned them to her.

"Madam, may I help you?" he asked.

"My boy," exclaimed the old woman gratefully, "you are a gentleman!"

"Thank you, madam. I am a boy scout," he answered.

Read the exact words of the lad when he returned the papers. The exact words spoken by the lad are called a direct quotation. What marks enclose the words of a direct quotation? What mark separates the quotation from the rest of the sentence? Tell why.

The next direct quotation is divided. Read the exact words which the woman used. What words divide the quotation? What marks separate these words from the quoted words? Why is an exclamation mark used at the end of this quotation? In his answer Richard used two sentences. One follows the other. Where are quotation marks placed in this direct quotation?

Are the question mark and the exclamation point, at the end of the quotation above, placed within or without the quotation marks?

Read a noun of address. How is it separated from the rest of the sentence?

In writing conversation notice that we begin a new paragraph each time the speaker changes.

70. DICTATION

Study how the conversation in the story, "A Courteous Lad," is written. Then write the conversation from dictation. Be sure to hear a whole sentence before you write it. When you have finished, compare your work with the printed sentences.

71. ADVERBS

I. Read this sentence:

The boy *spoke gently* to his pony.

In this sentence you are told not only that the boy spoke to his pony but also how he spoke. Which word in the sentence tells how he spoke? If this word were omitted, you would not know whether he spoke *gently* or *cruelly*. You see that the word *gently* adds something to the meaning of the word *spoke;* that is, it affects or modifies the meaning of *spoke*.

Read the sentence several times and use each time, in place of the word *gently*, a different word which adds something to the meaning of the word *spoke*.

What part of speech is the word *spoke?* A word used to modify a verb is called an adverb.

In each of these sentences find the verb. Then point out the adverb which modifies it.

1. The boy rode proudly toward his father.
2. A light flashed quickly from the window.
3. The frog leaped high.
4. Slowly went the train over the bridge.
5. John skates well.

II. What part of speech is *brave* in this sentence?

The boy was *exceedingly brave.*

Which word in the sentence adds something to the meaning of the word *brave?* The word *exceedingly* is used to modify an adjective. A word used to modify an adjective is also called an adverb.

In each of these sentences find an adjective. Then point out the adverb which modifies it.

1. Spiders are most industrious weavers.
2. They are exceedingly interesting creatures.
3. English robins have very red breasts.
4. You have a dangerously sharp penknife.
5. What unusually large pumpkins grow in your garden!

III. You have learned that adverbs are used to modify verbs and adjectives. Adverbs may modify another part of speech. Read this sentence:

The boy's parents watched *very anxiously.*

In this sentence what part of speech is *anxiously?* Which word in the sentence adds something to the meaning of the adverb *anxiously?* The word *very* modifies an adverb. A word used to modify an adverb is also called an adverb.

Find in each of these sentences an adverb which modifies another adverb:

1. The horse stood quite still.
2. You must not run too rapidly.
3. Those children skate extremely well.
4. This morning she did her work very quickly.
5. The wind blew so violently that branches were broken from the trees.

An *adverb* is a word used to modify a verb, an adjective, or another adverb.

Adverbs usually add to the meaning of verbs by telling *how* or *where* or *when* something happens; as,

1. The rain falls *heavily* in the tropics. (how)
2. It rains *there* in torrents. (where)
3. Storms sweep *hourly* over the land. (when)

For Practice

Point out the adverbs in these sentences and tell the word which each modifies:

1. The habits of our cuckoo are extremely interesting.
2. The sun shines brightly.
3. Speak gently to your comrades.
4. The little lambs frisk there in the meadow.

5. A large number of crows often roost together in the same wood.
6. It is a most remarkable sight.
7. Humming birds fly very swiftly.
8. Always speak the truth.
9. Many stars twinkle overhead, and the silver moon shines brightly.

72. CHOOSING SUITABLE ADVERBS

If you wish people to get your exact meaning, choose your adverbs carefully. Notice the different adverbs which may be used with the verb in this sentence:

The boy *whistles* { sweetly. / loudly. / softly. / merrily.

Read the sentence using in turn each of these adverbs. You see that a change of adverb helps the verb to express a different idea each time.

For Practice

I. One of you may go to the door and open it. A classmate will write on the blackboard a sentence in which he uses suitable adverbs telling how you opened the door; for example, Mary opened the door *slowly* and *gently*. Jack opened the door *quickly* but *cautiously*.

Here are other suggestions for you to act, and then write about. In each sentence use one or two suitable adverbs to modify the action expressed by the verb.

1. Walk across the floor.
2. Enter the room.
3. Leave the room.
4. Speak to a pupil.
5. Write on the board.
6. Sharpen a pencil.
7. Open a window.
8. Close a window.

II. Copy these sentences supplying adverbs:

1. The gentle nurse entered the bedroom ——.
2. The children laughed —— at the monkey.
3. Christmas bells rang —— and ——.
4. The impatient boatman called —— to us.
5. Down the street —— dashed the fire engines.
6. On New Year's Day the log fire crackled ——.
7. Hear the rain patter —— on the roof.
8. An angry dog barked —— as we passed.
9. In autumn the wind moans —— around here.
10. They cheered the soldiers —— as they marched.

73. RUN — RAN

Read these sentences aloud:

1. I *run* to school now. Helen *runs* with me.
2. We *ran* home in the rain yesterday.
3. We *have run* home after school every day.

Which of these sentences express something done now; that is, in present time? Which sentences express something done in time that is past?

The verbs *run*, *runs*, *ran*, and *have run* express the same act, but they tell that the act took place at different times. Which form of the verb is sometimes used with a helper? *Ran* never has a helper.

Use *run* and *runs* to express present time.

Use *ran* to express past time.

Use *run* with a helper, such as *has*, *have*, or *had*, to express something done in time that is past.

I. Read these sentences aloud several times:

1. We *ran* to the pond. Who *ran* with you?
2. *Have* the children *run* away?
3. They *ran* a race yesterday.
4. You *have run* a long race to-day.
5. I *ran* as far as I could.
6. I *ran* until I was out of breath.
7. After the shower, water *ran* down the street.
8. Then it *ran* over the pavement.

II. Express sentences in which you use *run*, *runs*, *ran;* or *run* with *has*, *have*, or *had*.

74. MORE SENTENCE STUDY

Every sentence has two parts, a subject and a predicate. You have learned, also, that in each subject there is a noun or a pronoun which is the simple subject, and in each predicate there is a predicate verb. Separating a sentence into its two parts, the subject and the predicate, is called analyzing a sentence.

For Practice

Analyze these sentences. Give the complete subject, the complete predicate; the simple subject, the predicate verb. For example:

Little squirrels enjoy the society of children.

The complete subject of this sentence is *Little squirrels.*

The complete predicate is *enjoy the society of children.*

The simple subject is *squirrels.*

The predicate verb is *enjoy.*

1. Butterflies have short lives.
2. An old oaken bucket hung in the well.
3. You can build fairy palaces of beautiful thoughts.
4. The Indians taught the early settlers many useful things.
5. A merry heart makes a cheerful countenance.
6. I see Old Glory in the parade.
7. Near the pond croaked the big frog.
8. Our largest pecans come from the South.
9. Robert Fulton built the first steamboat.
10. A small spark sometimes causes a great fire.

75. *THOSE* AND *THEM*

Read these sentences:

"Do you see *those airplanes* coming toward us, mother?" exclaimed John.

"Yes, I see *them.* They are mail carriers," answered mother.

"I watched *them* yesterday," said John.

In speaking about the airplanes, John used the expression *those airplanes.* In her answer, his mother used the word *them* instead of *those airplanes.*

These and *those* may be followed by the names of persons or things which they point out. *Them* should never be followed by the name of the persons or things to which it refers. Do not use *them* as an adjective.

It is correct to say:	It is not correct to say:
I see *those airplanes*.	I see *them* airplanes.

For Practice

I. Practice reading aloud the following sentences:

1. *Those* airplanes fly swiftly. Can you see *them?*
2. *Those* birds look like airplanes. Look at *them.*
3. I do not see *them* now.
4. *These* kites look like butterflies.
5. I like to fly *them* when there is a good wind.
6. *Those* blossoms are sweet peas.
7. Do you hear *those* bells ringing?

II. Fill the blanks in these sentences with the correct word *these, those,* or *them.*

1. —— stars are twinkling. Do you see ——?
2. Did you help to pick —— apples over there?
3. Yes, I helped to pick —— apples.
4. John, Ned, and I picked ——.
5. —— books lying on the table are mine.
6. Do you see ——?
7. Yes, I see —— books.
8. Are —— skates yours, Alice?
9. Yes, —— skates are mine.

III. Use *those* and *them* in oral sentences.

76. FOR REVIEW

I. How many sentences are in this list?

1. The bluebird is spring's herald.
2. The merry little bird.
3. Carrier pigeons were used during the war.
4. They were dispatch bearers.
5. The best of helpers.
6. A single star lights the way.
7. Are you coming?
8. Weeds grow quickly.
9. Fine feathers make fine birds.
10. Four of the largest cities in the United States.

II. True Courtesy

President Jefferson was a sincere and courteous man. One day, when he and his grandson were riding out together, they met an old slave. He bowed courteously to them. The boy paid no attention to the salute, but Jefferson returned the bow.

Then Jefferson turned to the lad and remarked that he didn't return the slave's bow. In surprise the boy asked why he should return the bow of a slave. To this question Jefferson replied that no boy should permit a slave to excel him in courtesy.

Point out examples of the following: a proper noun, a common noun, a verb, an adjective, and an adverb.

III. Rewrite the last three sentences, using direct quotations to express the conversation. Remember to make a new paragraph each time the speaker changes.

CHAPTER VII

77. A GOOD-HEALTH DRIVE

It is a fine thing to have a good-health record, and every young citizen should do all that he can to keep himself strong and well. Sound healthy bodies enable boys and girls to work and play with enjoyment.

There are certain rules which all must obey in order to keep well. Plan to have a Good-Health Drive for one week. This means that you will obey certain good-health rules each day during your drive. A plan of this kind will help you to form such good habits that you will be likely to continue your good-health practices every day.

In order to keep good-health rules you must know them well. Plan to make good-health rules about:

1. Cleanliness
2. Food
3. Fresh Air
4. Exercise and Sleep

Making Your Report

In order to prepare for the drive, perhaps your teacher will divide the class into groups or committees and will give to each a subject to discuss. The reports on these topics may be made during part of your English period. Here are suggestions for the topic, *cleanliness*. Of course you may add to these.

1. The importance of bathing
2. The care of the hair, hands, and nails
3. The care of the teeth
4. The danger of putting such things as pencils and coins into the mouth

After a group has made its report, a member of the committee will write on the board at least two good-health rules drawn from his report. For example:

GOOD-HEALTH RULES

CLEANLINESS:

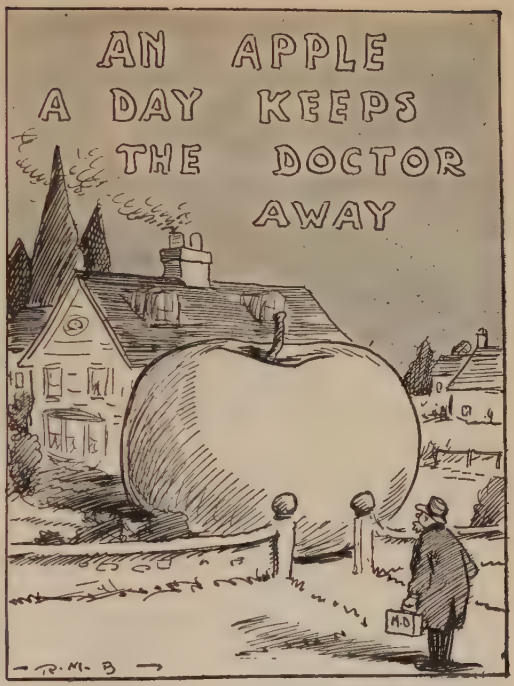
1. Brush the teeth at least twice a day.
2. Keep coins and pencils out of the mouth.

At the close of the reports, you will find on the blackboard a group of good-health rules which will guide you during your drive. Make a copy of these rules and pin it up at home in a place where you will be sure to see it often. Part of your drive is to obey the rules which you have made.

Keep a copy of the good-health rules for your class book.

Good-Health Posters

For your drive make posters to be placed around your classroom. Perhaps your principal would be willing to let you post a very interesting one somewhere in the hall where all can see it.



You will find in magazines plenty of pictures which suggest ideas for a Good-Health Drive. Here are two posters which were used in this way. You see that they are made from pictures and suitable good-health slogans.

Select the best posters for your drive. It will be necessary for some one to ask the principal if your class may have the privilege of placing in the hall a good-health poster. Your teacher will name one of you to deliver this message.

Letter Writing

I. During your Good-Health Drive wouldn't you enjoy having a school nurse or a teacher of physical training give a short talk to you on a health subject? Discuss the matter with your teacher. If you decide to follow this suggestion, write a class letter inviting the person whom you have chosen. State clearly in your letter the time and place preferred for the talk. Also, it might be well to suggest a definite subject which you would particularly enjoy hearing about. But leave the decision of all these things to the speaker. You are asking a favor.

After the letter is in the best form, make careful copies of it. Select the best two. Send one to the speaker whom you are inviting, and keep one for your class book.

II. From the Child Health Organization, 370 Seventh Avenue, New York, N. Y., you can get health bulletins and chart records. Write a class letter asking for a weight record chart for pupils of your age.

Telling Good-Health Stories

During your drive use one English period for telling good-health stories. Here is one which will serve as an example.

A Wise Doctor

The king had become so pale and ill that his courtiers induced him to send for a wise man who

always knew the proper kind of medicine to prescribe.

The wise man examined his majesty and said, "To-morrow I will bring you a remedy which will restore your health."

The next day, when he appeared before the king, he held up a ball and said, "Sire, in this ball is your medicine. Take it into your garden, knock it about until you perspire freely. The remedy will soon take effect."

"I will do as you direct," answered the king.

For many days he followed the wise man's advice. The exercise in the fresh air soon brought good health to the king.

You are now ready for your drive. Your preparation has helped you to learn what to do for good health. Stick to your rules carefully during the week of the drive. Do not break one. At the end of the week make a report to your teacher.

78. USING *SIT* AND *SAT* CORRECTLY

I. The verbs *sit*, *sits*, and *sat* mean *to have a seat;* as,

Little birds *sit* on the telegraph wires.
They *sat* there yesterday.
They *have sat* there for a long time.

The verbs *sit*, *sits*, and *sat* express the same act, but they express the act as taking place at different times. Which forms express the act as taking place in present time? Which forms show that the act took place in time that is past? Which form is used with a helper?

To express present time use *sit* or *sits*.

To express time that is past use *sat*.

Sat sometimes needs one of these helpers: *has, have,* or *had*.

Using *Set* Correctly

II. The verb *set* means *to put* or *to place a thing* somewhere; as, I *set* the flowers on the table.

Notice how *set* and *sets* are used in these sentences:

1. *Set* your books on my desk.
2. We *set* the Christmas candles in the window.

For Practice

Read these sentences aloud, supplying the correct form of the verb:

1. Father (sits, ~~sets~~) at the head of the table.
2. Mother (~~sits~~, sets) the teacups on the table.
3. Last night the children (~~set~~, sat) around the Christmas tree.
4. Grandfather has (~~sat~~, sat) by the fire all day.
5. (~~Set~~, Sit) straight when you write.
6. How long have you (~~set~~, sat) here?
7. Who (~~sets~~, sits) in front of you at school?
8. John (set, ~~sat~~) the alarm clock near his bed.
9. Do not (sit, ~~set~~) down until older persons are seated.

79. *GOOD* AND *WELL*

In these sentences the words *good* and *well* are used correctly.

1. A *good* speaker interests his audience.
2. Alice reads *well*.

What part of speech is *speaker?* What part of speech is *good?*

The word *good* is used to describe persons and things.

What part of speech is *reads?* How is *well* used?

The word *well* usually tells *how* something is done.

For Practice

I. In each sentence supply the correct word, *good* or *well*. Give the reason for your choice.

1. This robin is a —— mother.
2. She finds —— food for her birds.
3. You sang —— to-day, children.
4. John is a —— coach. He teaches ——.
5. Our team played —— yesterday.
6. A —— leader helps to win the game.
7. This boy writes ——. He is a —— penman.

II. Give sentences in which you use correctly the words *good* and *well*.

80. PREPOSITIONS

My dog sleeps *there*. He sleeps *on the bench*.

In each of these sentences you are told *where* the dog sleeps. Which sentence uses one word to tell this? Which sentence uses a group of words to tell you where he sleeps? You can not separate the group of words *on the bench*. They belong together because they work together as if they were a single word. A group of words like *on the bench* that work together in a sentence as one word is called a phrase.

The phrase *on the bench* tells exactly *where* the dog sleeps. The word *bench* is the principal word in the phrase. The word *on* tells where the dog sleeps in relation to the bench. He doesn't sleep *under* the bench, nor *beside* the bench; he sleeps *on* the bench.

1. The frog jumped *over the pond.*
2. The frog jumped *to the pond.*
3. The frog jumped *into it.*

When you read these sentences you see three different pictures of the frog as he jumped. Read in each sentence the phrase which changes the picture. What is the principal word in each phrase? What part of speech is *pond?* What part of speech is *it?* The principal word in a phrase is a **noun** or a **pronoun.**

Point out in each phrase the word which shows the relation between its principal word and *jumped.*

Words like *on, over, to,* and *into,* used to express relation, are called **prepositions.** A preposition usually stands at the beginning of a phrase and shows the relation between the noun or pronoun in the phrase and some other word in the sentence. Thus in the sentence, *The frog jumped over the pond* the preposition *over* shows the relation between the noun *pond* and the verb *jumped.*

For Practice

The phrases in these sentences are printed in italics. Point out the preposition in each phrase.

1. The farmer asked us to come *into the orchard.*
2. He divided the apples *among them.*
3. They went *into the field.*
4. Mary sits *beside Jane.*
5. Is Henry *at school* to-day?
6. The rose bush grows *between the two trees.*

7. The sign says, "Keep *off the grass.*"
8. The turtles went *to the pond.*
9. Jump *over the pools,* children.

A *preposition* is a word that introduces a phrase and shows the relation between the principal word in the phrase and some other word in the sentence.

81. LEARNING TO USE PREPOSITIONS CORRECTLY

Between — Among

1. She divided the candy *between* the two children.
2. She divided the candy *among* the three children.

In the first sentence, how many children received the candy? How many received it in the second sentence? You see that the preposition *between* is used in the first sentence and the preposition *among* is used in the second sentence.

Between is used when referring to two persons or things. *Among* is used when referring to more than two persons or things.

In these sentences supply the correct preposition, *between* or *among.* Give the reason for your choice.

1. The robin divided the worm —— her two little ones.
2. The robin, the sparrow, and the bluejay settled the trouble —— themselves.
3. The farmer divided his land —— his two sons.
4. I have but one apple. How shall I divide it —— the three children?
5. Allen settled the dispute —— Harry and John.

In — Into

1. The apples are *in* the basket.
2. I put the apples *into* the basket.

The preposition *in* suggests presence or rest within a place. *Into* suggests motion from outside to inside.

In these sentences supply the correct preposition, *in* or *into*.

1. The children ran from the house ——— the garden.
2. They are playing ——— the garden now.
3. The bee took honey ——— the hive.
4. The queen bee is ——— the hive.
5. "Will you walk ——— my parlor?" said the spider to the fly.
6. We reached the river and plunged ——— it.

Off — Of

Sometimes children use *off* and *of* together when they should use but one of these words.

Right: I picked an apple *off* the tree.
Wrong: I picked an apple *off of* the tree.

At — To

Watch the little words printed in italics:

Right: Harry was not *at* school on Monday.
Wrong: Harry was not *to* school on Monday.

For Practice

I. Fill each blank with the correct one of the expressions in parenthesis:

1. Were you (at, to) the picnic, yesterday?
2. No, I was (at, to) home.
3. He picked the cherries (off of, off) the tree.
4. Plant pinks (between, among) the two rose bushes.
5. Take the dishes (off of, off) the table.
6. Mary divided the cakes (between, among) her three companions.
7. Do not leave your story-book (to, at) school.
8. Put your hat carefully (in, into) the box.

II. Make sentences using correctly the words *between* and *among; in* and *into; to* and *at;* and *off.*

82. LETTER OF APPLICATION

Many business men need extra help during a holiday or at some other busy season. Usually they make their wants known through inquiries or by advertising in the daily papers; but they prefer to see applicants for positions. Give reasons for this.

A personal interview, however, is not always possible. For this reason, a letter of application is sometimes necessary. This kind of business letter speaks for the applicant. It gives his qualifications. The letter not only states facts about the writer but also shows certain habits and characteristics which belong to the applicant. For example, it may show neatness, ac-

curacy, modesty, and courtesy. Or, it may show the opposite characteristics. Remember that all of your written work represents *you*.

Read this letter of application which Edward Davis wrote at the suggestion of his teacher:

115 Gorham Street
Rochester, New York
December 1, 1925

The Candy Shop
Rochester, New York

Dear Sirs:

My teacher told me that you need a boy to deliver packages during the Christmas holidays. Will you kindly consider me for this work? I am eleven years old and am strong and well. During last summer I worked as an errand boy for The Home Bakery at 156 Main Street.

I have permission to refer you to Mr. R. R. Johnson. He is the manager of The Home Bakery.

Respectfully yours,
Edward Davis

What could an employer learn about Edward Davis from his letter? Why did he mention his age and his health? Why did he refer to his work for The Home Bakery?

For Practice

Write a letter of application for one of the following positions:

1. Marshall Field and Company of Chicago, Illinois, have advertised for girls and boys to assist with the holiday trade.

2. The Western Union Telegraph Company in your city needs messenger boys for summer work.

Exchange your letters. Would you employ the writer of the letter which you received? Tell why. State your reasons clearly.

83. EXPRESSING THOUGHTS IN RHYMES

I. One day a child heard a robin singing. Although it was spring, there was snow and rough winds were blowing. Spring flowers were afraid to appear. A child who was anxious for spring to come, begged the robin to take a message from her to the snow, the rough winds, and the flowers. Instead of expressing herself in the usual way, she made rhyming lines. Here is part of her message. Finish it.

Merry robin, singing so,
Tell the snow it's time to go.
Tell ——————————.
Tell ——————————.

II. Jack put a bird house in a tree in his back yard. Then he wrote a rhyme about what a funny home it seemed to him. Here is part of his poem. Finish it.

That little bird house ——————————
Seems —— —— —— —— to me:
I really think it would be hard
—— —— —— —— —— —— —— ——.

III. Read aloud this stanza by Robert Louis Stevenson. Notice that the lines swing in time, like music:

How do you like to go up in a swing?
  Up in the air so blue?
Oh! I do think it the pleasantest thing
  Ever a child can do!

Write a stanza in which your lines have the same kind of musical swing. These lines will start you:

1. How do you like to sail out in a boat?
2. How should you like to ride up in the air?

84. A STORY-TELLING POEM

Story-tellers and poets are fond of inventing fanciful tales about the origin of flowers, trees, birds, and many other things in nature. In this poem you learn how morning-glories came.

Morning-Glories

They swing from the garden-trellis
  In Ariel-airy ease;
And their aromatic honey
  Is sought by the earliest bees.

The rose, it knows their secret,
  And the jessamine also knows:
And the rose told me the story
  That the jessamine told the rose.

And the jessamine said, "At midnight,
  Ere the red cock woke and crew,

The fays of Queen Titania
Came here to bathe in dew.

And the yellow moonlight glistened
On braids of elfin hair;
And fairy feet in the flowers,
Fell softer than any air.

And their petticoats, gay as bubbles,
They hung up, every one,
On the morning-glory's tendrils,
Till their moonlight bath was done.

But the red cock crew too early,
And the fairies fled in fear,
Leaving their petticoats, purple and pink,—
Like blossoms hanging there.

MADISON CAWEIN

I. What did the flowers of the morning-glory look like to the poet? Where did the fairies hang their tiny garments? What happened? Which flower tells the story?

II. Imagine that you are one of the fairies who fled from this garden when the cock crew. Following this outline, write your story:

1. Our bath in the dew
2. What frightened us
3. What became of our petticoats

III. Does the color of the bluebird make you think of a story telling where he got his color? For your next lesson be ready to write a short story about one of the following:

How the bluebird got his color
How the goldenrod got its color
How the flower called the snowdrop came

You may write your story in rhyme, if you wish. This rhyme was written by a pupil in a sixth grade:

How the Buttercup Came

Little buttercup, growing wild
Out in a field so large and sweet,
I think you are a little child
Just come from a nursery neat.

Your stories will make interesting material for your class book. How will you choose the best?

85. A SPELLING GAME

1. The fairies went *to* the garden.
2. The red cock crew *too* early.
3. The fairies' petticoats were of *two* colors.
4. The rose knew their secret. You know it, *too*.

The homonyms in these sentences are printed in italics. Which means a *number?* Which helps to express *action?* Which means *more than enough?* Which means *also?*

For review of *to*, *too*, and *two*, divide the class into team A and team B. Appoint some one to keep score on the board. Your teacher will give one of the sentences printed below. In each sentence is one of these words: *to, too, two.* The pupil whose turn it is, spells correctly the word used in his sentence.

1. I like *to* jump.
2. John has *two* apples.
3. He has a peach, *too*.
4. I see *two* girls going *to* school.
5. They are carrying *two* books.
6. I like *to* skate.
7. I skated *two* hours yesterday.
8. There are *two* teams in this game.
9. These words are not *too* hard for us *to* spell.
10. We are trying *to* catch one another.

86. A STORY TO READ

Our First National Flag

Before the Revolutionary War, each of the thirteen colonies had a different flag. These various

standards caused much confusion during the first year of the war, and General Washington asked the government to adopt one flag for all the colonies.

In answer to this request, a committee consisting of General Washington, George Ross, and Robert Morris was appointed to consider the design for a national flag. A story tells us that the committee called on Mrs. Betsy Ross, who kept an upholstery shop in Arch Street, Philadelphia, and asked her if she could make a flag after a design which they showed her. Its colors were red, white, and blue. Thirteen stripes, seven red and six white, represented the original thirteen colonies. A circle of thirteen white stars in a field of blue at the upper corner next to the staff, stood for the union of these colonies.

Betsy Ross modestly replied that she would try. Also, she suggested that the six-pointed star in the design be changed to a five-pointed one. The committee replied that a six-pointed star could be more easily made than a five-pointed one. In answer to this objection, Mrs. Ross deftly folded a piece of paper; and, with a single clip of her scissors, she cut a five-pointed star. A decision was made immediately in favor of the five-pointed star. The design was then partially re-drawn and Mrs. Ross was requested to make a sample flag.

A short time after its completion this flag was presented to the government. It was accepted by that body as the national standard of the United States of America, on June 14, 1777.

After the thirteen colonies won their freedom and

formed a union, new states were added from time to time. Whenever a new state was admitted into the Union, a new star was added to the field of blue on the flag. The number of stripes is the same to-day as it was on the first national standard. Old Glory tells its own wonderful story.

I. Why did our country wish to have but one flag to represent the thirteen colonies? Who is supposed to have made the first national flag? Describe the design of it. Who suggested the kind of star which is used? How does our flag to-day differ from the first one?

How many parts or paragraphs are in this story?

II. Tell the story of our first national flag. Make it an exercise in team work; that is, one pupil tells the first part, a second pupil tells the next, and so on. Use this outline to help you give the steps in the proper order:

1. Flags of the thirteen colonies
2. The flag committee
3. A good suggestion
4. Acceptance of the design
5. What the stars and stripes mean

87. TESTING YOURSELF

I. On the board make a list of the proper nouns in the story "Our First National Flag." Beside each proper noun write a corresponding common noun.

II. Find a sentence which contains a series. How is the series punctuated? Find a sentence in which

there is a date. Tell how the date is written and punctuated. Find examples of two uses of the period.

88. FOR HOME AND SCHOOL

There are many things about our flag which every citizen should take pride in knowing. For your next lesson be ready to report on the following:

1. How to show respect for our flag
   - The proper position for saluting
   - What to do when the flag is passing
   - How to hang the flag when it is not on a staff
   - How to take care of the flag when it is not in use
2. The history of our flag
3. What the flag means to every boy and girl

Later, report on what you have found out about our flag. When your teacher calls your name, go before your class and give your report.

89. DRAMATIZATION

Working together, plan to dramatize the two scenes in Betsy Ross's shop. Scene one represents Mrs. Ross, working alone, when the members of the committee knock on the door and are admitted. What does she do as they enter? Who explains the purpose of the visit? General Washington lays the drawings on the table and talks about them. What suggestion does Betsy Ross make in regard to the stars? Betsy Ross then folds and cuts a five-pointed star. (The pupil who takes Betsy Ross's part should learn to do this.) Mrs. Ross agrees to make what they have suggested.

Pleased with the interview, the three gentlemen withdraw, saying that they will return in a short time to see her sample flag.

The second scene is in the same place. The members of the committee come once more and are again received by Mrs. Ross. She shows them the sample flag which she has made. All express their delight and thanks. They leave, taking the flag with them.

90. FOR REVIEW

I. Name the different parts of speech used in each of the following sentences:

1. Overhead bends the blue sky.
2. White clouds sail aloft.
3. Golden daffodils bloomed everywhere.
4. Kindness is always right.
5. The tramp of hoofs sounds from the bridge.
6. Insects chirp in the tall grass.
7. The cock struts proudly in the barnyard.
8. Good health is a great blessing.
9. Everybody respects a self-made man.
10. Wee Willie Winkie runs through the town.
11. The oriole sat on her nest.
12. Her hanging nest swings from the branch of the tree.
13. The apples in the basket are ripe.

II. Point out the phrases in these sentences.

Point out the preposition which introduces each phrase.

CHAPTER VIII

91. ANOTHER TEST IN OBSERVING

Are you a good observer? Do you really see the interesting things in your neighborhood which every young citizen should see and know about? Here are some tests for you. If you cannot answer any question, find out the answer to it. Your teacher will name the time when you are to make your report.

1. Where is the letter box nearest to your home? About how high from the ground is it placed? Tell why.
2. Where is the parcel post box nearest to your home? How does it differ from a letter box?
3. Do you know a city rubbish can? How does it differ from a parcel post box? Where is the rubbish can nearest to your home?
4. Locate the fire box nearest to your home. What color is it? Is there any advantage in this color for a fire box? About how high from the ground is it placed? Tell why.
5. Name in order the streets which you pass on your way to school. How does your city help you to learn the names of streets?
6. Where are city lights near your home? How are they placed? Tell why.
7. Does the city keep the streets in your neighborhood clean? Explain how.

92. EXPLAINING HOW TO DO THINGS

Every boy and girl knows how to do some useful thing; such as, how to make lemonade, how to set a table, how to order a taxicab.

In telling a story, you help your listeners by telling in the proper order what happens. It is well to follow the same kind of plan in explaining. Tell what to do first, what to do next, and so on. This will help you to stick to your point. Of course nothing important should be omitted. In giving explanations

1. Know clearly what you are going to explain.
2. Explain the steps in the proper order.
3. Include every important point.

Read this explanation:

How to Turn in a Fire Alarm

Every citizen should learn how to turn in a fire alarm. First, go to the nearest fire box. On the outside of the box you are told how to open it. Usually this is done by turning a handle. When the box is open, pull down a lever or handle which is in plain sight; then let it go. This notifies the nearest fire department. The sending of the fire alarm also rings a bell in the street box. This notifies the police that some one has sent in a fire signal.

TUDOR JENKS

Give the explanation in your own words.

For Practice

Explain one of the following:

How to report a fire by telephone
How a fire drill in your school is conducted
How to report that your telephone is out of order
How to order a taxicab to your home
How to check a trunk from your home
How to wrap a package for parcel post
How to find a word in the dictionary

93. INTERJECTIONS

1. The boys have won the game.
2. Hurrah! the boys have won the game!
3. Oh! I see the captain!

Which of these sentences express strong feeling? What words show this?

Words like *hurrah* and *oh* are called **interjections.** They are used to express how the speaker felt. What kind of mark follows an interjection?

Different interjections make a sentence express different kinds of feeling. For example,

——! John has won the game.

In the blank space use, in turn, each of these interjections: *Hurrah*, *Pshaw*, and *What.* Read your sentences aloud. You see that each interjection expresses a different feeling. When reading the sentence, you changed your expression each time you used a different interjection.

For Practice

On the board write sentences in which you express remarks made by the following:

1. Children watching a parade
2. A boy warning another of danger
3. A girl who suddenly discovers that she has forgotten her books
4. Children on the last day of school
5. The fox when he saw the ripe grapes
6. Cinderella at the ball when she heard the clock strike twelve

Begin each sentence with a suitable interjection.

An *interjection* is a word that expresses strong feeling. An interjection should be followed by an exclamation mark.

94. MAKING STORIES FROM NURSERY RHYMES

You have told nursery rhymes and stories to little children. They are always eager to hear the story again, or to hear more about their favorite characters in the story. They wonder if some one woke Little Boy Blue or if Bo Peep's sheep *did* come home wagging their tails behind them.

You remember the Mother Goose rhyme, "Hey, Diddle, Diddle." A little girl, about your age, expanded this nursery rhyme into a story, as follows:

Hey, Diddle, Diddle

Once there was a little boy who was reading nursery rhymes all the time. One night he got up and ran into the meadow where a cow was

grazing. He saw a dog, a cat, a dish, and a spoon running there.

The cow said, "Moo! moo! The farmer did not take me to the barn. I am so glad you came."

The dog barked and said, "I was not chained to my kennel and so I came here."

The cat said, "Mew! mew! I should like to play with you all."

"We were thrown away, and so we came out here," said the dish and the spoon.

"All right," said the cow. "Let us have some sport."

"Hurrah! I like jumping," called the dog.

"Yes, we'll have jumping. I will jump first. We'll see who can jump the highest," added the cow.

They all agreed. The cow jumped and she went right over the moon. The little dog laughed very hard and the cat held his breath. The dish and the spoon were so frightened that they ran away.

The little boy gave a scream. In a minute his mother was bending over him.

"Was it all a dream?" he asked.

"Yes, dear," said his mother.

The writer used plenty of conversation in her story. This helps to enliven it. Did she use any interjections to tell how the speakers felt? In her story she spelled the expression *all right* correctly. Can you?

To tell who was speaking, what other verbs besides *said* did she use? Make a list of them.

Explain the use of capital letters in this story. Where are quotation marks used?

95. WRITING STORIES FOR CHILDREN

I. Expand one of the following into a story for a little child.

1. Tell who woke Boy Blue and what he did.
2. Make the sheep tell Bo Peep where they went.
3. Tell where Betty Blue found her lost shoe.
4. Where did Little Miss Muffet go when the spider frightened her away?
5. You remember the mouse that ran up the clock. Tell what happened to the mouse.

When you have finished, read your stories to your classmates and let them vote which are the most interesting. Ask your teacher to let the writers of the best stories read or tell theirs to the children in a lower grade. Choose one or two stories for your class book.

II. Wouldn't you like to make a booklet of nursery tales? Choose the best. Present your booklet to the second grade children to be used for reading lessons.

96. CONJUNCTIONS

When two short statements are closely connected in thought, we may combine them; as,

1. Jack built a fire. Ned roasted potatoes.
2. Jack built a fire *and* Ned roasted potatoes.
3. I will go. He will stay.
4. I will go *but* he will stay.

In sentence 2, what word connects the two statements? In sentence 4, what word connects the two

statements? Connecting words like *and* and *but* are called conjunctions. The word conjunction means *connection*. Conjunctions sometimes connect phrases; as, We jumped over the bank *and* into the pond.

Conjunctions sometimes connect single words; as, Mabel *or* Dorothy set the table.

For Practice

Point out the conjunctions in these sentences. Tell whether each connects words or groups of words.

1. Jack and Jill went up the hill.
2. Mary made sandwiches but Jane made fudge.
3. Peaches and pears are wholesome fruit.
4. Does the ball belong to John or to Henry?
5. Hawks and eagles have wonderful wing power.
6. The barn owl should be protected because he is very useful.
7. Beavers are excellent woodcutters and builders.
8. The old beavers fell the trees and the young ones gnaw them to pieces.

A *conjunction* is a word used to connect words and groups of words.

97. LEARNING TO IMPROVE COMPOSITIONS

Here is a composition which you can improve:

Keeping Quiet

Ned, Ralph, and I sat fishing all morning. We agreed to be very quiet. Fish will not bite where it is noisy. Suddenly Ned's cork began to move.

He did nothing. Ralph whistled softly. I waved my hand. Ned didn't answer. He had fallen asleep. In a few minutes his line dropped from his hand into the water. This awakened him. We all laughed heartily.

Do you like to hear so many short sentences? Some of them are so closely connected in thought that they can be joined. Find sentences of this kind. What part of speech will you use to connect them? Keep in mind that there are many words besides *and* which may be used as conjunctions.

Re-write this paragraph, combining the sentences which belong together. When you have finished, read your stories aloud and choose the best combinations.

98. POSITION OF THE SUBJECT IN THE SENTENCE

In the declarative sentences which you have studied, the subject came first and the predicate second. This is the usual way. You can vary the position of the subject in a declarative sentence. For example,

1. The boys marched proudly on Saturday.
2. On Saturday proudly marched the boys.
3. Proudly marched the boys on Saturday.

These sentences express the same thought in the same words. Find the subject of the first sentence. Where does the subject stand in the second sentence? in the third? You see that the subject does not always stand at the beginning of the sentence; it may be in the middle or at the end.

Sometimes a sentence has more than one noun in it. In case you are puzzled about the subject of such a sentence, it is a good plan to find the predicate first. To do this, ask yourself which expression *tells* or *states* something. This word is the *predicate verb*. Then ask yourself about what person or thing the predicate verb states something. Your answer is the *subject*.

For Practice

In these sentences point out (1) the *complete subject*, (2) the *simple subject*, (3) the *complete predicate*, (4) the *predicate verb*:

1. The early bird catches the worm.
2. Across the lake sailed the boat.
3. Down in a field bloomed the daisies.
4. Many birds fly from one to three miles high.
5. Over our school floats the large flag.

The Unexpressed Subject

You remember that a declarative sentence makes a statement or declares something. It may also express a command, an entreaty, or a request. When a declarative sentence states a command, an entreaty, or a request, its subject is usually not expressed. It is easy to understand, however, for whom the command, the entreaty, or the request is meant. If some one says to you, "Listen to those birds," it is not necessary to express the subject *you* and say, "*You* listen to those birds," because the meaning of the sentence is perfectly clear without expressing the subject.

For Practice

The subjects of these declarative sentences are not expressed. Read each sentence aloud and supply the subject. Point out the predicate verb.

1. Keep off the grass.
2. Strike while the iron is hot.
3. Watch your step.
4. Hand me the book, please.
5. Be loyal to your flag.

The Interrogative Sentence

In order to find the subject and the predicate of an interrogative sentence, it is helpful first to change the sentence to the declarative form. For example:

1. Can bears sleep all winter? (*Interrogative form*)
2. Bears can sleep all winter. (*Declarative form*)

In sentence 2 you readily see what is the subject. After a little practice, you will not need to change the form.

For Practice

Point out the subject and the predicate of each of these sentences:

1. Is your dog cross?
2. Do many animals sleep all winter?
3. Are you a boy scout?
4. Is May a camp fire girl?
5. Can you describe how a frog sheds his skin?

The Exclamatory Sentence

You will have little difficulty in finding the subject of an exclamatory sentence if you keep in mind that it is a declarative or an interrogative sentence expressed with strong feeling; as, Our team has won the game! What will the leader say!

Point out the subject and the predicate in each of these sentences:

1. The little sparrow has fallen from the nest!
2. How frightened the little creature is!
3. The wind roars furiously to-night!
4. Why did she do that!
5. You are a noble lad!

99. ANALYZING SENTENCES

For further practice, analyze these sentences:

1. Every citizen should salute the flag.
2. Keep to the right.
3. Do you know the sugar maple tree?
4. We accomplish wonders during Clean-up Week.
5. Study your lesson well.
6. Gently pattered the rain upon the roof.
7. The peanut is a popular nut in Virginia.
8. Down the broad Mississippi float many boats.
9. We practice the fire drill once a month.
10. Can you compose a good business letter?
11. How we love Old Glory!
12. Our trip through the Panama Canal was most profitable.

100. A BOY'S VISIT TO A POET

When Edward Bok, a well-known publisher, was a boy, he paid a visit to the poet, Henry W. Longfellow. Here is an account of the visit.

> When Edward Bok stood before the home of Longfellow, he realized that he was to see the man around whose head the boy's youthful reading had cast a sort of halo. And when he saw the head itself he had a feeling that he could see the halo. No kindlier pair of eyes ever looked at a boy, as, with a smile, the poet held out his hand.
>
> "I am very glad to see you, my boy," were his first words, and with them he won the boy. Edward smiled back at the poet, and immediately the two were friends.

"I have been taking a walk this beautiful morning," he said next, "and am a little late getting at my mail. Suppose you come in and sit at my desk with me, and we will see what the postman has brought. He brings me so many good things, you know."

"Now, here is a little girl," he said, as he sat down at the desk with the boy beside him, "who wants my autograph and a 'sentiment.' What sentiment, I wonder, shall I send her?"

"Why not send her 'Let us, then, be up and doing'?" suggested the boy. "That's what I should like, if I were she."

"Should you, indeed?" said Longfellow. "That is a good suggestion. Now, suppose you recite it to me, so that I shall not have to look it up in my books, and I will write as you recite. But say it slowly; you know I am an old man, and I write slowly."

Edward thought it strange that Longfellow himself should not know his own great words without looking them up. But he recited the four lines, so familiar to every schoolboy.

When the poet had finished writing them, he said, "Good! I see you have a memory. Now, suppose I copy these lines once more for the little girl and give you this copy. Then you can say, you know, that you dictated my own poetry to me."

Of course Edward was delighted, and Longfellow gave him the sheet on which he had written:

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

HENRY W. LONGFELLOW

Then, as the fine head bent down to copy the lines once more, Edward ventured to say to him, "I should think it would keep you busy if you did this for every one who asked you."

"Well," said the poet, "you see I am not so busy a man as I was some years ago, and I shouldn't like to disappoint a little girl, should you?"

As he took up his letters again, he discovered five more requests for his autograph. At each one he reached into a drawer in his desk, took a card, and wrote his name on it.

"There are a good many of these every day," said Longfellow, "but I always like to do this little favor. I only wish I could write my name better for them. You see how I break my letters? That's because I never took pains with my writing when I was a boy. I don't think I should get a high mark for penmanship if I were at school, do you?"

"I see you get letters from Europe," said the boy, as Longfellow opened an envelope with a foreign stamp on it.

"Yes, from all over the world," said the poet. Then, looking at the boy quickly, he said, "Do you collect postage-stamps?"

Edward said he did.

"Well, I have some right here, then," and going to a drawer in a desk, he took out a bundle of letters and cut out the postage-stamps and gave them to the boy.

"There's one from the Netherlands. There's where I was born," Edward ventured to say.

"In the Netherlands? Then you are a real Dutchman. Well! Well!" he said, laying down his pen. "Can you read Dutch?"

The boy said he could.

"Then," said the poet, "you are just the boy I am looking for." And, going to a bookcase behind him, he brought out a book, and, handing it to the boy, he said, his eyes laughing, "Can you read that?"

"Yes, indeed," said Edward. "These are your poems in Dutch."

"That's right," he said. "Now, this is delightful. I am so glad you came. I received this book last week, and although I have been in the Netherlands, I cannot speak or read Dutch. I wonder whether you would read a poem to me and let me hear how it sounds."

So Edward took "The Old Clock on the Stairs," and read it to him.

The poet's face beamed with delight. "That's beautiful," he said, and then quickly added, "I mean the language, not the poem."

"Now," he went on, "I'll tell you what we'll do. We'll strike a bargain. We Yankees are great for bargains, you know. If you will read me 'The Village Blacksmith,' you may sit in that chair there

made out of the wood of the old spreading chestnut tree, and I'll take you out and show you where the old shop stood. Is that a bargain?"

Edward assured him it was. He sat in the chair of wood and leather and read to the poet several of his own poems in a language in which, when he wrote them, he never dreamed they would ever be printed.

"Ah," he said, as a maid appeared, "that means luncheon, or rather, it means dinner, for we have dinner in the old New England fashion, in the middle of the day. I am all alone to-day, and you must keep me company, will you? Then afterward we'll go and take a walk, and I'll show you Cambridge. It is such a beautiful old town, even more beautiful, I sometimes think, when the leaves are off the trees.

"Come," he said, "I'll take you up-stairs, and you can wash your hands in the room where George Washington slept. And comb your hair, too, if you want to," he added; "only it isn't the same comb that he used."

To the boyish mind it was an historic breaking of bread—that midday meal with Longfellow.

How did the poet entertain his young guest? What did Edward Bok do to entertain Longfellow? What particular chair did Longfellow invite Edward to sit in? Why was this a privilege? What bedroom in Longfellow's house had special interest? Tell why. Which poem mentioned in this selection do you know?

101. MAKING A BOOKLET

Wouldn't you like to make a booklet entitled "My Favorite Poet"? In it you could include pictures of your favorite poet and of his home, a short biography or several anecdotes about him, and two or three of his poems which you like best.

102. MORE SENTENCE STUDY

If you have two boy friends who are good swimmers you might say:

1. John is a good swimmer.
2. Dick is a good swimmer.

But you would be more likely to say:

3. *John* and *Dick* are good swimmers.

The subject of the third sentence is made by joining the two nouns *John* and *Dick*. What word is used to join them? The nouns *John* and *Dick*, taken together, make *one* subject, called a **compound subject**.

The compound subject in each of these sentences is printed in italics. Read the subjects.

Mary and *Alice* are cousins.
The girls or *the boys* will have a spelling match.
Men, women, and *children* saw the parade.
He and *I* were the leaders.

Read these sentences:

1. Allen *sings* well.
2. Allen *plays* well.
3. Allen *sings* and *plays* well.

What word is used to join the verbs, *sings* and *plays*? The verbs *sings* and *plays*, taken together, make *one* predicate verb. *Sings* and *plays* is a compound predicate verb.

The compound predicate verb in each of these sentences is printed in italics:

1. Helen *sweeps*, *cooks*, and *sews*.
2. The gardener *weeds* and *hoes* his plants.
3. John *caught* the ball and *threw* it to me.

Some sentences have compound subjects and compound predicate verbs: as,

The *boys* and *girls march* and *sing*.

For Practice

In these sentences point out the compound subjects and the compound predicate verbs:

1. Potatoes and tomatoes grow in our garden.
2. Jane and Mary sweep and dust their own room.
3. All boys and girls should have a savings account.
4. We called and waved to the boatman.
5. Father and I made a fire and cooked supper.
6. Robins, bluebirds, and orioles sing in our trees.

7. We stopped, looked, and listened.
8. She and I are making a poster.
9. Caroline, May, and Susan reported the fire.
10. David sang and played before King Saul.

103. AVOIDING UNNECESSARY WORDS

1. We have flowers in our garden.
2. We have no flowers in our garden.

What is the difference in meaning between these sentences? Which word makes the difference? We call such words as *no*, *never*, *not*, and *nothing* **negatives.**

The negatives in these sentences are printed in italics.

1. I have *no* pencil.
2. The birds have *nothing* to eat this morning.
3. In some places rain *never* falls.
4. We have *not* found wild flowers yet.

How many negatives do you find in each sentence? It is incorrect to use more than *one* negative in the same statement or in the same question.

Have you ever heard a sentence like the following?

I never had no bicycle.

What is wrong? Express the sentence correctly.

Sometimes the negative *not* is used with a verb to make a contraction; as,

1. I *have not* any book.
2. I *haven't* any book.

If part of a contraction is a negative, do not use another negative in the same statement.

For Practice

Each of you in turn may express a sentence in which you name something that *you haven't.* Then ask a classmate to name something which *he hasn't;* as,

Sarah. I have no bicycle. Name something which you haven't, Mary.

Mary. I have no book. Name something which you haven't, John.

104. GROUPS OF WORDS IN THE SENTENCE

In your study of the kind of work which words do in the sentence, you learned that an adjective is used to modify the meaning of a noun or a pronoun; and that an adverb is used to modify the meaning of a verb, an adjective, or another adverb. The adjectives and adverbs which you have studied have been single words. Sometimes, instead of a single word, a group of words is used to do the work of an adjective or of an adverb.

Notice these sentences:

1. The lad wore *wooden* shoes.
2. The lad wore shoes *of wood.*

In the first sentence, what part of speech is the word *shoes?* Which word modifies shoes? What part of speech is it? In the second sentence what part of speech is the word *shoes?* What group of words describes the shoes? The words *of wood* work together as an adjective. *Of wood* is called an **adjective phrase.**

1. The sparrow fought *bravely.*
2. The sparrow fought *with bravery.*

In the first sentence, what part of speech is *fought?* Which word tells *how* the sparrow fought? What part of speech is it? Read the phrase in the second sentence which tells how the sparrow fought. *With bravery* does the work of an adverb. *With bravery* is an **adverbial phrase.**

For Practice

I. In the following sentences the phrases are printed in italics. Read each sentence carefully and think what kind of work the phrase in it does. Then tell what kind of phrase it is. For example,

Cinderella went *to the ball.*

The phrase *to the ball* modifies the verb *went.* Therefore, this phrase does the work of an *adverb. To the ball* is an **adverbial phrase.**

1. Little Polly Flinders sat *among the cinders.*
2. We had a glass *of milk* and a slice *of cake.*
3. Sugar cane grows *in many southern states.*
4. Our president lives *at Washington.*
5. A large basket *of nuts* stood *beside the open fire.*
6. A cake *of chocolate* is wholesome food.
7. *Over the hill* runs the Indian trail.
8. Did you ever see a picture *of Mercury?*
9. He wears wings *on his cap* and *on his heels,* and he carries a staff *in his hand.*
10. Two snakes are twisted *around the handle.*

II. Point out each phrase in these sentences. Tell whether it is an *adjective phrase* or an *adverbial phrase*.

1. Little children with happy faces stood around the story-teller.
2. They looked into his eyes and listened with interest.
3. Down the chimney St. Nicholas came with a bound.
4. Hercules was a hero of iron strength.
5. September is the month of tall weeds.
6. The flag of the United States is called Old Glory.
7. The class in history stood beneath their flag.
8. It floated from the top of the flag pole.

105. VARIETY IN EXPRESSION

You are learning to express a thought in more ways than one in order to secure variety in your speaking and writing. Notice these sentences:

She wore a *silk dress*. She wore a dress *of silk*.

The italicized expressions show that we may use a single adjective or an adjective phrase to describe the dress.

In the following sentences the words printed in italics are adjective phrases. Substitute for each, a single adjective which expresses the same thought.

1. We read to the children stories *about fairies*.
2. The travellers brought many fans *from Japan*.

3. Have you seen the elephants *from India?*
4. Gates *of iron* led to the castle.
5. Many oases are in the desert *of Sahara.*

II. For variety we may often use a single adverb or an adverbial phrase to express the same idea; as,

The boys ran *hastily.* The boys ran *in haste.*

In the following sentences substitute for each adverbial phrase a single adverb which expresses the same thought.

1. The children shouted with joy.
2. Ants build their hills with care.
3. The soldier fought with courage.
4. The boys ran in haste.
5. With diligence the robins guarded their nest.
6. The audience rose at once.
7. The boy acted without thinking.
8. He spoke in a courteous manner.

106. *HAVE* WITH *COULD, WOULD,* AND *SHOULD*

Read these sentences aloud:

Right: I *would have* liked a new bicycle.
Wrong: I *would of* liked a new bicycle.

It is not correct to say *of* when you mean *have.*
Practice saying these expressions aloud:

I would have	we should have	you could have
he could have	they might have	she should have

For further practice, express, in turn, sentences in which you use these expressions.

107. PROVERBS

I. You have probably heard people use these proverbs in their conversation:

1. Where there's a will there's a way.
2. Haste makes waste.
3. A stitch in time saves nine.
4. Make hay while the sun shines.
5. Little strokes fell great oaks.
6. Slow and steady wins the race.
7. Great oaks from little acorns grow.
8. Waste not, want not.

Tell what each means.

II.

1. Suppose a boy's football is ripped. Select a proverb which will teach him to mend it at once.
2. If you had a hard lesson to learn, which of these proverbs would help you?
3. If a girl were learning to skate, which proverb might help her?
4. If a boy were inclined to postpone doing some important task, which proverb might be a good warning to him? in what way?
5. Which proverb might help a child who liked to spend too many pennies? How would the proverb help?

III. Recall these fables and tell them:

The Ant and the Grasshopper

The Hare and the Tortoise
The Crow and the Pitcher

From the proverbs that you have just studied, choose the one which best expresses the lesson of each fable.

108. STORY WRITING

One day Robert was working hard gathering apples in the orchard. His mother had given him permission to play after his work was done. Robert did something which made his grandfather call out, "Haste makes waste, Robert."

Write a short story telling what Robert did that made his grandfather quote the proverb. Use direct quotations to enliven your story

109. STUDY OF A FABLE

I. After reading this fable point out the lesson it teaches.

The Ocean and the Brooklet

> The ocean said to the brooklet, "My friend, I'm very important. Can you guess how many ships laden with riches sailed from my shores today? How wonderful I am!"
>
> "Yes, you carry many ships from shore to shore," answered the brooklet. "I cannot tell how many. But can you guess how many thirsty travelers I've refreshed with my pure water this morning?"

II. What kinds of sentences are used to tell this fable? Find an example of each.

Tell why each capital is used. Explain the punctuation marks. Find two contractions. How are they written?

110. DICTATION

II. Write from dictation "The Ocean and the Brooklet."

111. WRITING FABLES

Imagine a conversation between a dog and a cat. Of what service might the dog boast? In answer, what question might the cat ask him? It should suggest some service which she does.

One day in conversation the rain boasted to the snow. The snow answered quietly, "Have you ever given the children a sleigh ride?"

Make up a fable of your own which shows that *any* kind of work or service is important. Fables which teach this kind of lesson might be expressed in conversation between the following:

1. A rooster and a robin
2. A cow and a bee
3. A Chinese poodle and a watchdog
4. The wind and the sun
5. A star and a lamp

When you are ready, write your fable.

112. PROBLEMS FOR REVIEW

I. Explain to your classmates how to do something in the following list. Take time to prepare your explanation. Some of the tasks may seem easy when you first

read them, but the explanation of how to perform them needs careful thought. Follow the plan which you studied on page 272. Use good, clear sentences.

How to clean a bicycle
How to spin a top
How to set a table
How to sew on a button
How to boil an egg
How to make a whistle
How to plant a tree
How to make lemonade

II. Read these sentences correctly. Be ready to give your reason for each choice of word.

1. Yesterday I watched a robin (learn, teach) her little one to fly.
2. At first she (learned, taught) her baby to fly only a little way.
3. You (may, can) have these pumpkins, if you (may, can) carry them home.
4. They are cheering Helen and (I, me).
5. She and (I, me) won the game.
6. Smudge fires (was, were) in the orchard to protect the unripe fruit.
7. The radio (don't, doesn't) work well on stormy nights.
8. Divide the work (between, among) these two girls.
9. The three children decided (between, among) themselves about the plans.
10. Throw the coal (in, into) the furnace.

11. Put the kindling (in, into) the box.
12. Did you sweep (those, them) leaves off the lawn?
13. Yes, I swept (those, them) leaves into a pile.
14. Who (learned, taught) the dog to sit up?
15. Your lessons will (learn, teach) you something new every day.

III. Write these sentences correctly. In each case be ready to give a reason for your choice of word.

1. (Whose, Who's) umbrella is this?
2. (Its, It's) handle is broken.
3. Before a leaf falls it changes (its, it's) color.
4. (Its, It's) well known that some one has blundered.
5. (Whose, Who's) fault is it?
6. (A, An) ounce of prevention is worth a pound of cure.
7. The fox was (to, too, two) wise (to, too, two) get into the trap.
8. The (to, too, two) little foxes were (to, too, two) young to know a trap.

IV. Divide the class into team A and team B. The first pupil of team A uses in a sentence the first word in the first list. The first pupil of team B uses in a sentence the first word in the second list. The second pupil of team A uses in a sentence the first word in the third list with *has*, *have*, or *had*. The game should move rapidly. If a member of a team does not give his sentence promptly when it is his turn, he fails and the opposite team scores a point.

run (or runs)	ran	run
sit (or sits)	sat	sat
throw (or throws)	threw	thrown
begin (or begins)	began	begun
lie (or lies)	lay	lain
lay (or lays)	laid	laid
write (or writes)	wrote	written
see (or sees)	saw	seen

V. Write a letter to a friend giving an invitation to him to join you in some kind of vacation outing, such as a picnic, a camping party, a nutting party. Tell when and where you expect to go, what fun you are planning, and what kind of weather you hope to have for your outing. When writing your letter, imagine that your friend is present and that you are talking to him. Write as you would speak. You might begin, "We are planning ——," or "Can you join us in ——?" or "Will you come with me ——?"

Compare your letter with the first letter you wrote this year. Does this letter show improvement?

113. PLANNING A PROGRAM

During this year you have learned a good deal about the duties and privileges of young citizens. As a class club wouldn't you like to plan a program from what you have studied and invite your parents and older friends to share it with you?

You have arranged plays which you might give; for example, "Young Citizens" and "Our First National Flag." Also, you have learned to tell patriotic stories.

Your guests would be interested to hear what you have learned in your class talks. Several of you might prepare one-minute talks in which you explain such subjects as:

How to help the postman
What you can do to prevent fire
How to turn in a fire alarm
Why you should keep well
Why you should be thrifty
What health rules you should follow
How you show respect to the flag

Include patriotic selections in your program. Choose one or two patriotic songs and invite your guests to join you in singing them. Be sure to let your guests see your class book.

Here is a program which may be suggestive to you:

YOUNG CITIZENS' PROGRAM

Part I

Song, "The Star-Spangled Banner" ..... Guests and school
Salute to the Flag ..... School
Talks by Young Citizens ..... Different members of the class
Patriotic Selections ..... Members of the class

Part II

Play "Young Citizens" ..... Members of the class
Song, "America" ..... Guests and school

114. A POEM TO LEARN

Every boy and every girl should learn by heart this beautiful patriotic poem:

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood,
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And ev'ry gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimm'd by human tears!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood,
From sea to shining sea!

KATHARINE LEE BATES

SUMMARY: CAPITAL LETTERS

Use a capital letter to begin:

1. The first word in every sentence; as,

Squirrels are good nutcrackers.
Who is spring's messenger?

2. Each word of a person's name, and each initial of the name; as, Henry W. Longfellow.
3. Titles and abbreviations of titles; as, General Pershing; Mr. and Mrs. John Davis.
4. The names of days, months, and holidays; as, Monday, March, Thanksgiving Day, Christmas.
5. Each important word in the name of a particular place; as, Chicago, Mississippi River, Strait of Gibraltar.
6. The words *I* and *O*; as,

Tom and I made a radio.
Ferry us across the lake, O boatman.

7. The first and every important word in the title of a book, a poem, or a composition; as,

Alice in Wonderland
Paul Revere's Ride

8. Every line of poetry; as,

Sleep, baby, sleep,
Thy father watches his sheep.

9. The first word of a direct quotation; as,

To his discouraged sailors Columbus said, "Sail on!"

10. Every proper adjective; as,

Fine Canadian wheat is grown in this country.

11. Every word used to name or to refer to God; as,

Sing unto the Lord, O ye people.

12. The first word in the greeting and the first word in the ending of a letter; as,

Dear Ben,
Very sincerely yours,

My dear Jane,
Cordially yours,

SUMMARY: PUNCTUATION MARKS

Use a period:

1. At the end of a declarative sentence; as, The lightest of all riders is a cheerful heart.
2. After initials; as, Henry W. Longfellow.
3. After every abbreviation; as, Mr., Mrs., Tues., Jan., St.

Use a question mark at the end of an interrogative sentence; as, Who invented the sewing machine?

Use an exclamation mark after a word or a sentence that expresses strong feeling; as, Hark! was there ever so merry a note!

Use a comma:

1. To separate from the rest of the sentence the name of a person addressed; as, Boys, dare to do right.
2. To separate *yes* and *no*, in answers, from the rest of the words in the sentence; as, Yes, we won the last game. No, we lost the first game.
3. To separate words and groups of words in a series; as, We gathered nuts, apples, and berries.
4. To separate in a date the day of the month from the year; as, December 25, 1926.
5. To separate a direct quotation from the rest of the sentence; as, He said, "A penny saved is a penny earned."

Use quotation marks: (" ")

1. To enclose the title of a book, a story, or a poem when it forms part of a sentence; as, A favorite nursery tale is "The Three Bears."
2. To enclose a direct quotation or each part of a divided quotation; as,

   (1) The boys cried, "Hurrah for the flag!"
   (2) "I shall keep on trying," he said, "until I win."

Use an apostrophe:

1. To show where in a contraction a letter or letters have been omitted; as, haven't — can't.
2. To show possession; as, King Solomon's mercy saved the little ants' lives.

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